DOCUMENT RESUME

ED 170 699 CS 004 767

AUTHOR O'Connor, Edward R.
TITLE The Impact of the Right to Read Process in Spencer Compared with the Eleven other Charter Right to Read Communities in Massachusetts from 1973 to 1977.
PUB DATE Dec 78
NOTE 200p.; Ph.D. Dissertation, Walden University

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Community Attitudes; Elementary Secondary Education; *Program Evaluation; *Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Programs; School Attitudes; School Community Relationship; Teacher Attitudes
IDENTIFIERS *Massachusetts; *Right to Read

ABSTRACT

The impact of the Right to Read program in Spencer, Massachusetts, and the 11 other Massachusetts Charter communities was investigated in the following respects: to assess changes in teachers' perceptions toward the reading program, to compare the perceptions of school and community populations, to measure the amount of children's reading, to determine whether Right to Read had influenced the reading performance of complete grades and to ascertain the influence of volunteer tutors on the scores of selected students, and to compare the communities on the basis of key elements of Right to Read. A group of 1,000 Spencer students, grades 1 through 6, were examined. Results were as follows: teachers' perceptions had become more positive; there was strong school and community acceptance of the program; in each succeeding year, the quantity of student reading increased; complete grades improved in reading from below to above the fiftieth percentile; tutored students improved; and the influence of Right to Read was greatest in Spencer. The findings suggest that the impact of Right to Read lies in improving teaching specifics in a climate stressing process and humaneness. (DF)

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THE IMPACT OF THE RIGHT TO READ PROCESS IN SPENCER COMPARED WITH THE ELEVEN OTHER CHARTER RIGHT TO READ COMMUNITIES IN MASSACHUSETTS FROM 1973 TO 1977

BY

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B. S. EC., Holy Cross College, 1940

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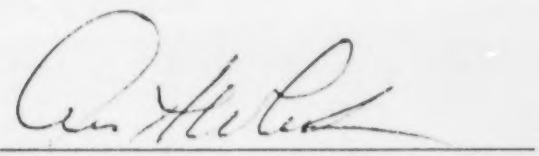

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A Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Walden University

December, 1978

CS804767

WALDEN UNIVERSITY

DISSERTATION APPROVAL

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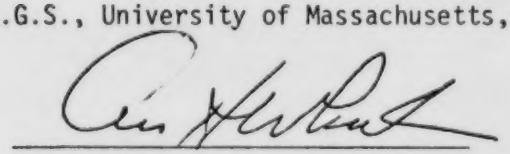

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ABSTRACT

This study investigated the impact of Right to Read in Spencer, Massachusetts and the eleven other Massachusetts Charter Communities. There are five sections to this study. The first four deal with Spencer.

1. Needs Assessment

The purpose was to assess changes in teachers' perceptions toward the reading program. The Needs Assessment Instrument of the New England Consortium for the Right to Read was administered in 1973 and again in 1976. On the basis of changes in Likert Ratings it was found that teachers' perceptions had become markedly more positive.

2. School-Community Survey

The purpose was to compare the perceptions of school and community populations. A questionnaire-interview technique was utilized in gathering data which was then analyzed on the basis of positive responses. It was discovered that the school and community shared a strong positive acceptance of Right to Read.

3. Reading Certificates

The purpose was to encourage children to read. An especially designed certificate was utilized to measure this. The analysis of data over a several year period indicated that each succeeding year the quantity of reading done by students increased.

4. Achievement Test Results

The purpose here was to: Find out if Right to Read had influenced the reading performance of complete grades and also to determine the influence of volunteer tutors on the scores of selected students. The

percentile results of reading portions of standardized achievement tests were utilized. It was found that complete grades did improve in reading from below the 50 percentile to above. It also found that tutored students did improve.

5. Charter Community Questionnaire

The purpose of the charter community questionnaire was to compare communities on the basis of key elements of Right to Read.

On the basis of percentile ratings, Directors' responses were compared. It was revealed that the influence of Right to Read was greatest in Spencer.

Based on the findings of the five sections of this study, it was concluded that the impact of Right to Read in Spencer was greater than in any other Massachusetts charter community.

This study demonstrated that reading can be improved by teaching specifics in a climate stressing process and humaneness.

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ACKNOWLEDGMENTS

I wish to express my gratefulness to those who assisted in the design, content and completion of this study.

Alan Wheeler, Ph.D., Chairman and Professor of the School of Education, State University College, Potsdam, New York, the writer's advisor, provided constant guidance and support in the writing of the dissertation.

Alan Crawford, Ed.D., of California State University, Los Angeles, and Miles Zintz, Ph.D. of the University of New Mexico, Albuquerque, contributed many helpful suggestions as members of the dissertation reading committee.

Additional help and insights were gained from Sister Dorilda Flynn, Ph.D., of Anna Maria College, Paxton, Massachusetts, and from Joseph Jacques, Ph.D., of Worcester State College at Worcester, Massachusetts.

Rodney J. Reid, Ph.D. of the University of California, Berkeley, California advised regarding the initial direction to the study.

Edward Kormanyos, Ed.D., and Dean of Academic Administration of Walden University, Naples, Florida provided strong and continuous help throughout the doctoral program.

Acknowledgment must also be made of the help given by Mr. Kevin Hayes, Assistant to the Superintendent, Spencer Public Schools, for obtaining the data for the community portion of the study. Also, his constant readiness to discuss both the mechanics and the nuances of the study were of valuable assistance.

I would like to express my appreciation to Mrs. Natalie Martino for typing the drafts and Mrs. Sandra Munger for the final typing of this dissertation.

I wish to acknowledge the understanding, support and encouragement given me by my wife and children throughout this investigation.

CHAPTER I

IDENTIFICATION OF THE PROBLEM

The purpose of this study has been to investigate the attempt to improve reading instruction and learning in the elementary school system of Spencer, Massachusetts. The Right to Read process was the vehicle selected to bring about this improvement.

The focus of this study comprises approximately 1,000 students in grades one through six. The community has a population of 10,000.

In order to gain a better understanding of the improvement attempt, a comparison has been made with the eleven other Massachusetts Right to Read Communities over the five-year period from 1973 to 1977. In addition, data were obtained from the following: a needs assessment administered to Spencer teachers, an evaluation form administered to school and community personnel, a measure of student reading activity was taken, and the results of achievement tests were analyzed to determine if a difference in achievement test scores was detectable in selected grades of the student population and, also, if a difference was detectable in a sample of students who had received the help of volunteer tutors.

The ability to read and write has been the mark of a favored human being since the beginning of time. The Rosetta Stone, the Dead Sea Scrolls, the enlightened Greeks, the Roman builders, the monks of the Middle Ages, the scholars of the Renaissance, all reflected a consuming interest in the intellectual and practical delights of reading. Ancient civilizations were concerned with the preservation and

passing on of knowledge.

In our more recent history there is evidence that the ability to read is not received with unanimous acclaim. On the one hand, prior to the abolition of slavery, laws in the slave states forbade the education of slaves, reflecting a fear that too much learning might cause slave unrest.[1] On the other hand, Postman suggested that the primary reason for emphasizing reading is to insure political subjugation.[2]

Once these two extreme views regarding reading have been recognized, it is helpful to cite Chall's viewpoint on the need for literacy:

> The simplest, and to us, the most persuasive argument for literacy is that an individual cannot fully participate in modern society unless he can read, and by this we mean reading at a rather high level of literacy. The options available to a nonliterate person, or even to a person with "minimal literacy" are much more limited than those available to one who can read, and read well at the twelfth-grade level of difficulty or higher.[3]

During the early melting pot years in the cities, the graded classroom came into existence in Quincy, Massachusetts in 1848.[4] Children in ordered rows were taught to read and to enjoy reading from McGuffey's Readers.[5]

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[1] Encyclopedia of Education, 1971 ed., s.v. "Segregation, Legal Aspects," by George M. Johnson.

[2] Neil Postman, "The Politics of Reading," Harvard Educational Review 40 2 (May 1970), 244-252.

[3] Jeanne Chall, "Report of the Committee on Reading, National Academy of Education," Toward a Literate Society, ed. John B. Carroll and Jeanne S. Chall (New York: McGraw-Hill Book Co. 1975), p. 9.

[4] The Educator's Encyclopedia, 1961 ed., s.v. "Articulation of Schools."

[5] Encyclopedia of Education, 1971 ed., s.v. "Textbooks, Production," by William McCaffrey.

World Wars I and II came and went and teachers taught the way they had been taught. Sounding out words, recognizing words, and the study of combinations of words was commonplace. Under the care of patient teachers almost all children learned to read to some degree. There was no great alarm because children achieved at different rates. Many would be in the factory shortly where reading did not matter.

In 1955, Why Johnny Can't Read and What You Can Do About It, written by Rudolph Flesch, a non-teacher, maintained that children were being taught by the whole word method and that the decoding of words by a sounding-out method was the best way to teach reading. Publishers rapidly adopted the phonics approach and reading Messiahs moved into the front lines with a startling variety of "best" ways to teach reading.[6] We have had the following proposed and supported: linguistics, I.T.A. (the initial teaching alphabet), the talking typewriter of O.K. Moore, individualized learning, language experience, Montessori, programmed learning, computer-assisted instruction, and prescriptive-diagnostic instruction.[7]

In 1967 Chall's book, Learning to Read: The Great Debate was published.[8] This critical analysis of the research stated that studies in reading had been so poorly done that it could not be said that any

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[6]Rudolph Flesch, Why Johnny Can't Read and What You Can Do About It (New York: Harper & Brothers, 1955).

[7]Reginald Corder, The Information Base for Reading, Final Report Project No. 0-9031. (Berkeley, California: Educational Testing Service, 1971).

[8]Jeanne S. Chall, Learning to Read: The Great Debate (New York: McGraw-Hill Book Company, 1967).

one method of teaching reading was better than any other. It was probably the individual teacher, after all, that made the difference in the facility with which students learned how to read.

It was in this time of floundering and indecision regarding how to more effectively teach reading that James E. Allen, Jr., Assistant Secretary (HEW) for Education and U.S. Commissioner of Education, delivered his Right to Read speech before the annual Convention of the National Association of State Boards of Education at the Century Plaza Hotel in Los Angeles, California, in September, 1969. In a prepared address he stated that:

> We shall immediately set for ourselves the goal of observing that by the end of the 1970's the right to read shall be a reality for all - that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability.[9]

In August of 1973, the Spencer school system along with 11 others in Massachusetts was invited by the Department of Education to apply for selection as one of twelve charter Right to Read sites. The word "program" is not used, as Right to Read is more of a process than a program. The application was made, the town was selected. Spencer has been a Right to Read community for five years.

A good deal of effort and money goes into teaching our children how to read. It is appropriate now to look at the impact of the Right to Read process in Spencer and the eleven other charter communities in Massachusetts. It should be assessed to see if the process has been

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[9]James E. Allen, Jr., The Right to Read--Target for the 70's. Speech presented to the Convention of the National Association of State Boards of Education. Los Angeles, California, September 23, 1969, p. 4.

effective in improving reading achievement.

If Right to Read has made a difference, it should be continued with renewed vigor; if it has not, the course should be altered so that it does.

Purpose of the Study and Research Question

This study was undertaken to examine the impact of the Right to Read process in Spencer, and the eleven other Charter Communities in Massachusetts over a five year period. Specifically, it was the purpose of this study to assess the impact of Right to Read in Spencer by utilizing the following techniques, instruments and analyses:

1. Examine changes in teachers' perception of the Right to Read effort. The Needs Assessment Instrument of the New England Consortium for the Right to Read was utilized. This questionnaire was administered to teachers in grades K through six in 1973 and in 1976. The responses were tabulated and charted. An analysis was made of both sets of responses and especially changes were noted in teacher responses over the three-year period. The research question answered was--Has there been a change in teacher perception of reading program adequacy since the inception of Right to Read?
2. Assess and compare school and community awareness of and reaction to Right to Read. An evaluative questionnaire was locally developed, field tested and administered to all, or, when appropriate, random samples of the above populations. In addition, respondents were interviewed to gain further information as to their opinions regarding Right to Read. The information was tabulated and charted.

An analysis was made of patterns of responses of the separate groups and between the groups. The research question answered was--To what degree are different school and community populations aware of Right to Read, what are their perceptions, and how could Right to Read be modified to better meet their expectations?

3. Assess the quantity of reading activity of students. The instrument to measure this reading activity was a specially designed reading certificate. The number of books read was recorded on the basis of these certificates. The data were charted, graphed, and analyzed to indicate both the total quantity of books read, as well as changes over time in the number read. The research question answered was--Has there been a change in the quantity of reading done by students as measured by reading certificates?
4. Determine if a change in reading achievement level of students attributable to Right to Read can be detected. The results of comprehensive tests of basic skills were analyzed for selected grades over a period of years. Also, the results on tests obtained by Right to Read students compared to non-Right to Read students were plotted and analyzed. The research questions answered were--Has Right to Read caused observable differences in grade level achievement for complete grades? Has Right to Read caused observable differences in grade level achievement for Right to Read students?

In addition, the purpose of this study was to:

5. Compare the impact of the Right to Read Process in Spencer with its influence on the other eleven Right to Read charter communities in Massachusetts from 1973 to 1977. A questionnaire incorporating the main thrusts of Right to Read was designed, field tested, and refined. The results were tabulated, charted, and analyzed. The research question answered was--How has the Right to Read process in Spencer compared with the other eleven Massachusetts Right to Read charter communities?

Definition of Terms

Community Involvement--Refers to citizen and community participation in Right to Read effort.

Functional Literacy--A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to function effectively in all those activities in which literacy is normally assumed in his culture or group.

Process--A series of actions carried out over a period of time calculated to bring about a result.

Quantity of Reading by Students--Refers to the number of books read by students as shown on school records. On the basis of these records, students receive a Reading Certificate. This certificate is an award made to each student who reports on five books to his classroom teacher. On the form, the title and author of five books is recorded, the student's name, the signature of the classroom teacher, the principal and the superintendent.

Reading Achievement Level--A measure of student's progress in reading which is expressed in terms of percentiles.

Right to Read--a general term used by the Department of Health, Education and Welfare, the Office of Education and the Right to Read Office, the schools and the general public in referring to the philosophy, goals and activities of Right to Read. In the literature, the words Effort, Campaign, Program and Process are often appended to this generic term.

Significance of the Study

The Right to Read effort has been actively encouraged by federal and state governments since 1972. There has been enough experience with Right to Read to assess its impact in Spencer and the eleven other Charter Communities in Massachusetts.

Studies indicate that if people can read they will be better able to get a fair share of the country's gross national product and they will be able to get it directly through their own efforts, not as a handout from a benevolent government. The indicators are quite clear. Based on the Coleman Report,[10] the National Assessment of Educational Programs,[11] the Massachusetts Assessment of Educational Programs,[12] and other studies that address themselves to the relationship between the socio-economic status of a family and the reading ability of children, the lower the economic level of the family, the lower the reading level of the child tends to be.

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[10] James Samuel Coleman (et al), Equality of Educational Opportunity (Washington: U.S. Department of Health, Education and Welfare, Office of Education, U.S. Government Printing Office, 1966).

[11] NAEP Newsletter, National Assessment of Educational Programs, Denver, September 1973, p. 2.

[12] Reading 1974-75. Massachusetts Educational Assessment Program (Boston State Department of Education, May 1975), p. 25.

If effective reading programs are not provided, children will grow up without the survival skills which they gain from reading. All American communities require the education of their youth for the progress of mankind and for the safeguard of democracy.

A review of the literature including the five doctoral theses that have been written on Right to Read has disclosed that there has been no Right to Read study related to any of the aspects of this research. This is the only study of a K-6 system, the only study that extended over a period of several years, and is the only study involving Massachusetts Charter Communities.

Also, there has been no previous attempt to objectively study the Right to Read process as a way to implement a system-wide reading improvement program.

Unresolved Issues

Among the most compelling unresolved issues are the following:

Do the schools really make a difference in helping children learn how to read, and how can it be ascertained that a particular difference has really been the prime cause of reading improvement?

Beyond the scope of this dissertation but of intense interest are: the problem in teaching reading to inner-city children; the different perspectives of blacks and whites on the need for Right to Read; adult illiteracy, and the social-political basis of federally-sponsored programs such as Right to Read.

Coleman and Jencks have been the most articulate proponents of the point of view that schools do not make a difference in learning how to read.

Years have passed since Friday, July 1, 1966, the publication of the Equality of Educational Opportunity survey, "The Coleman Report".[13] This massive study which unannounced appeared on the desks of school administrators all over the United States in the midsummer of 1966 has had a lasting impact. Conclusions based on information from 3,000 schools and 615,110 students had an immediate effect.

On the educator's Richter scale the first shockwave must have surely registered an 8.5. Coleman's finding that school impact makes little difference in learning and that home environment factors contribute a great deal has continued to influence the thinking of educators in spite of the fact that the data set have been reworked and quite different conclusions than those of Coleman have been obtained.

Jencks and his colleagues using data from major surveys conducted since 1960, such as the Coleman Report, Project Talent, and Census Bureau studies, stated the following:

> There is no evidence that school reform can substantially reduce the extent of cognitive inequality, as measured by tests of verbal fluency, reading comprehension, or mathematical skill. Neither school resources nor segregation has an appreciable effect on either test scores or educational attainment.[14]

A report by Moocks provided some relief from the dismaying Coleman-Jencks conclusions. He referred to the host of appeals, largely statistical in nature, that take exception to Coleman techniques

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[13]Coleman, Equality of Educational Opportunity

[14]Jencks et al., Inequality, A Reassessment of the Effect of Family and Schooling in America (New York: Basic Books, Inc., Publishers, 1972), p. 8.

and findings. Further, he stated:

> . . . some recent studies point to the probable existence of interactions between school resource variables and home environment factors. In other words, children from different backgrounds (defined in terms of parents' educational attainment, father's occupation, family income, etc.) appear to learn at different rates in different educational settings.[15]

One can accept as a fact that schools do make a difference as an act of faith or as a necessary belief if an educator is to be able to function. However, the studies that state that schools do not make a difference cannot be put aside lightly.

The second unresolved issue deals with the problem of ascertaining that a particular difference has really been the prime cause of reading improvement.

This issue relates to the problem of reconciling the need to be scientific in reading research studies and the present disparity between that need and the actual practice of not adhering to the scientific method, applying appropriate statistical analyses, and the insuring of replicability.

Borg quite succinctly expressed this concern with regard to the scientific method:

> Perhaps a major reason for the slow and unsure progress in education has been the inefficient and unscientific methods used by educators in acquiring knowledge and solving their problems. An uncritical acceptance of authority that is not supported by objective evidence and an overdependence upon personal experience have been characteristic of the educator's problem-solving techniques.[16]

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[15]Peter R. Moocks, "On the Tenth Anniversary of the Coleman Report: What Have we Learned About Educational Production," Educational Economics, vol. 1 no. 5, October 1976, pp. 18-21, p. 20.

[16]Walter R. Borg and Meridith D. Gall, Educational Research (New York: David McKay Company, Incorporated, 1974). p. 7.

Corder addresses the problem of proper statistical analysis:

> The reader-evaluators who worked in this project and the authors of Chapters 3, 4, and 5 of this report point out that the application of sophisticated statistical analyses to variables that are vague, lack operational definition, and do not reflect the complexity of the reading act is futile.[17]

The prevalence of the absence of acceptable research techniques caused Chall to conclude that little of real value has been done in educational research into the best method of teaching reading and, as Corder pointed out, if rigid standards had been applied there would have been nothing left to report upon.

Unless a study can be exactly repeated and the test results verified and compared with other similarly conducted studies any particular "experiment" is of little value. It is this concern that prompted Gephart of Phi Delta Kappa to propose to the U.S. Office of Education that techniques used in cancer research be utilized in finding meaningful influences in the teaching of reading. He proposed:

> The Targeted R&D Program on reading assumes that systematic efforts in model development can speed progress toward the attainment of functional reading competence by all learners. ....continued application of the Convergence Technique management procedures should, in fact, make work in model and instructional system development more systematic and efficient than it has been in the past.[18]

The Gephart proposal which would have helped gain replicability was a good idea that came at the wrong time. The Nixon administration was cutting back on educational funds in 1970 and an expensive program

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[17] Corder, The Information Base for Reading, p. 224.

[18] William J. Gephart, "The Targeted Research and Development Program in Reading, Part III: The Initial Program Plan." American Education Research Journal, 7 (May 1970: 435-448).

proposal like Gephert's died in the borning.

The attainment of replicability in any scientific sense remains beyond the educator's grasp.

These unresolved issues cannot stand as complete blocks to this investigation. They and others do exist. It is expected that in spite of these admitted concerns something of value can be obtained by those interested in Right to Read and the help that can be gained from it in implementing a reading program in a system like Spencer's.

Assumptions

There were several basic assumptions underlying this study.

It was assumed that the improvement of reading is a desirable goal in spite of McLuhan's gentle admonition that the medium is the message and that reading will not be of crucial importance for future success.[19]

It was also assumed that the influence of a program such as Right to Read could be separated from that of other programs in the system, especially from the wealthy grandfather of compensatory education, Title I. It was further assumed that this isolation of program influence could be effected by the use of questionnaire instruments and, in spite of the lack of strict controls, from the use of the results of standardized reading tests. It was expected that the information gained would be like that obtained from looking at a Massachusetts forest from far off. How many trees there were could only be estimated but the patches of deciduous and coniferous trees would be easily discernible.

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[19]Marshall McLuhan, Understanding Media: The Extension of Man. (New York: McGraw-Hill, 1973).

Finally, it was assumed that there was a solution to the reading problem. The solution did not lie in a method, technique or system. The solution was in utilizing a process that involved the student, the school, and the community. This process made learning to read and reading for enjoyment a natural outgrowth of the child's environment.

Delimitation

This study dealt with assessing the impact of Right to Read on the 1,400 children in grades kindergarten through six in the Spencer, Massachusetts elementary schools. It was not concerned with grades seven through twelve.

The influence of Right to Read in Spencer was compared with that of the eleven other Massachusetts Charter Communities. It was not concerned with the approximately seventy other (1976) Right to Read communities in Massachusetts.

Limitations

Three of the five measures of impact used in this study were based on obtaining information via the questionnaire technique. One of the questionnaires was supplemented by interviews. This type of data gathering is generally felt to be of less value than that obtained from the administering and analysis of standardized tests.

One of the five measures attempted to find out if there had been a change in cognitive achievement gains in reading for entire grades, based on the results of standardized tests. At best, only a possible indication of change can be expected. As pointed out in A Practical Guide to Measuring Project Impact on Student Achievement, several of

the common hazards in evaluation were not heeded: grade equivalent scores instead of raw scores were used; pre- and post-test scores for each student were not utilized; and non-comparable pre-tests and post-tests were used.[20] The ITBS (Iowa Comprehensive Test of Basic Skills) was used at the beginning of the three year period, in 1973, and the CTBS (McGraw-Hill Comprehensive Test for Basic Skills) was used in 1976. The Anchor Study does not provide data for equating this information.[21]

It was felt that in spite of the above limitations, there was still some merit in this study. Tallmadge found that in a search of 2,000 "successful" compensatory reading and mathematics projects, only six could be found that conformed to strict standards of acceptability.[22] Not one of the project evaluations provided acceptable evidence regarding project success or failure.

The intention of this study was not to provide irrefutable scientific evidence or impact. The intention was to report in a practical way to other interested communities on an experience over time with Right to Read in an elementary school system.

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[20]U.S. Department of Health, Education and Welfare, A Practical Guide to Measuring Project Impact on Student Achievement. Number 1 in a series of Memographs on Evaluation. (Washington, D.C.: U.S. Government Printing Office, 1975).

[21]P.G. Loret, A. Seder, J.C. Bianchini, and C.A. Vale, Anchor Test Study: Equivalence and Norms Tables for Selected Reading Achievement Grades 4, 5, 6. Office of Education Report 74-305, U.S. Government Printing Office, Washington, D.C., 1974.

[22]K.G. Tallmadge and D.P. Horst, A Procedural Guide for Validating Achievement Gains in Educational Projects (Revised). (Technical Report No. UR-240). Los Altos, CA: RMC Research Corporation, December, 1974.

Organization of the Study

The study was organized so that the five elements dealing with data gathering, reporting and analysis would follow in logical fashion. And to a degree these parts of the study were presented in the time sequence that they evolved in Spencer.

The needs assessment was administered; reading certificate program established; impact questionnaire to the other Massachusetts communities devised and administered; school-community interview-questionnaire developed, tested, and implemented. While this was going on, the standardized test results were being gathered and continuously analyzed for final reporting.

The elements outlined above, except for the standardized tests, may be found in the appendix.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature is presented in three major parts: The Reading Problem; the Right to Read Effort; its Origin, Growth and Future, and finally, the Solution to the Reading Problem.

The Reading Problem

The Right to Read effort is based on the belief that there is a serious reading problem.

In order to assess the extent of the reading problem, this section addressed itself to the complexity of the reading act, the basis for failure in reading, illiteracy, and, with that background information in place, the extent of the reading problem.

The first three aspects mentioned above were explored so that the extent of the reading problem could be adequately comprehended.

The Complexity of the Reading Act

Reading requires that a person's higher mental processes, in some essentially incomprehensible way, orchestrate sensory inputs into a realization of something outside of the person's being. And then something further takes place. Depending on the past experiences of the reader, the word picture painted by the printed page becomes transposed into a unique message unlike anything that has ever been created before

in any other living being and the nuances of the experience will never be completely the same again.

It is this kind of meld between knowing and being that caused Bloom,[23] Krathwohl,[24] and their fellow workers to write two books on the Taxonomy of Educational Objectives.

Jencks went beyond Coleman and addressed himself to the Bloom-Krathwohl cognitive-affective domains. As Jencks indicated:

> This chapter is, then, largely a confession of ignorance and a plea for rethinking our attitudes toward the schools. The evidence reviewed in Chapters 6 and 7 suggests that noncognitive attributes may play a larger role than cognitive skills in determining economic success or failure. The evidence of our senses tells us that noncognitive traits also contribute far more than cognitive skills to the quality of human life and the extent of human happiness. We therefore believe that the noncognitive effects of schooling are likely to be more important than the congitive effects. But we do not know what these noncognitive effects are likely to be.[25]

The above author suggests that to a considerable degree the confusion that exists with research regarding the extent of the reading problem is due to the difficulty of the act of reading. Also, to become so concerned with a child's lack of success in reading so as to brand him a failure could have more pervading negative effect than the inability to read.

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[23]Benjamin Bloom, ed., Taxonomy of Educational Objectives. Handbook I: Cognitive Domain (New York: David McKay Company, Inc.) 1956.

[24]David Krathwohl, ed., Taxonomy of Educational Objectives. Handbook II: Affective Domain (New York: David McKay Company, Inc.) 1964.

[25]Jencks et al., Inequality, A Reassessment of the Effect of Family and Schooling in America

Bloom pointed out that, as a consequence of the complex nature of reading, many teachers and educators prize knowledge to a great extent because of the simplicity with which it can be taught or learned.[26]

The Basis for Failure in Reading

The basis for failure in reading in the elementary schools is commonly expressed in terms of grade level. A student reading below grade level is considered to have a problem, to be lacking. That this practice is not confined to the schools is evidenced by the definition of reading deficiency used in the rules and regulations promulgated to implant the National Reading Improvement Program, Title VII of Public Law (P.L.) 93-380 as amended by (P.L. 94-194.

> "Reading deficiencies" means that reading achievement is less than that which would normally be expected for children of comparable ages or comparable grades of school; for children in grades 2-8 this would mean one or more years below appropriate grade level in reading as estimated by standardized tests and/or informal testing.[27]

This definition is sure to guarantee the perpetuation of a continuing deficit regardless of the Right to Read or any other effort.

Sartain, in an address before the New England Consortium for the Right to Read gathering at the Copley Plaza in Boston, presented a chart which points up the hazard of the definition.[28] He reminded the audience that mental age is only a rough indicator of academic or reading achievement but that it does give an overall picture.

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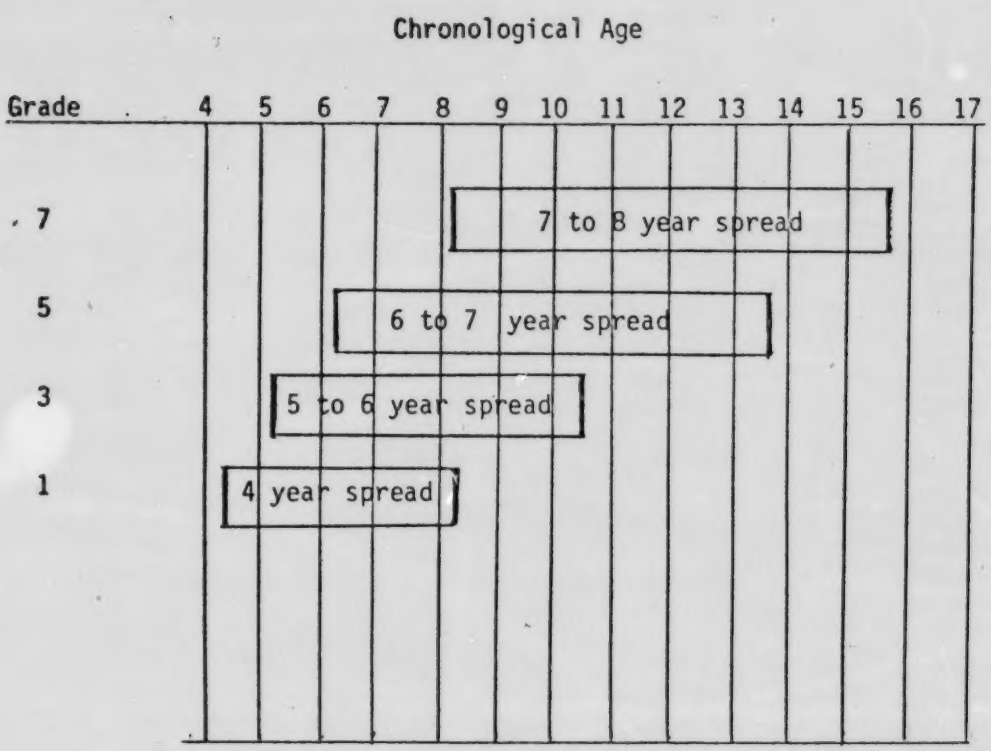
[26]Bloom, Taxonomy of Educational Objectives. Handbook I: Cognitive Domain, p. 24.

[27]Federal Register, Vol. 41, No. 103--Wednesday, May 26, 1976, p. 21461.

[28]Harry Sartain, Continuous Progress in Reading. Speech presented to the convention of the New England Consortium for the Right to Read. Boston, Massachusetts, January 8,1975.

TABLE 1

MENTAL AGE RANGE AT SELECTED GRADE LEVELS



One can see from the chart that for grade 5 students ten or eleven years old, there is a range in mental age/reading ability from approximately grade 1 to grade 8. A small number of students will be reading at grade 1--a large number at grade 2--and a still larger number at grade 3. This spread is guaranteed by the statistical norming practice for test results expressed in terms of grade equivalence.

The point to be made here was that the determination of failure in reading based on a student reading at grade level must be examined very

carefully. Robinson provided some food for thought when he stated:

> It is my view that the increase in Federal funds--Title I--will continue in direct proportion to the failure in reading. Or vice versa. We will get more and more failures in reading as long as we need federal funds.[29]

Illiteracy

Allen, the father of Right to Read, based the need of his program on the prevalence of widespread adult illiteracy. In a speech announcing the beginning of Right to Read, he stated that the objective of the effort was to improve reading skills among twenty-five percent of the American population who either were lacking or were deficient.[30]

Ruth Love Holloway spoke for the staunch social-education movers when she stated that:

> In 1971, there were some eighteen million adults who were considered functionally illiterate and seven million elementary and secondary school children who had reading deficiencies sufficient to cause a problem in the schools.[31]

In a Right to Read education briefing paper it is stated that "The situation is brought home forcefully by comparison with other countries. American high school graduates read less well than graduates in twelve other countries."[32]

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[29]Isaiah E. Robinson, Facts of School Board Life. Speech presented to the Annual Joint Conference of the Massachusetts Association of School Committees and the Massachusetts Association of School Superintendents, Hyannis, Massachusetts, October 28, 1977.

[30]James E. Allen, Jr., The Right to Read--Target for the 70's.

[31]Ruth Love Holloway, Right to Read: The First Four Years (Washington, D.C.: U.S. Office of Education, 1974), p. 2.

[32]U.S. Office of Education, The Right to Read, Education Briefing Paper (Washington, D.C.: August, 1974) p. 1.

Looking at the area of functional literacy of adults, there were rather disturbing findings. Although limited in scope, one cannot help but expand this finding nationally. A study at the University of Texas reported that over twenty-one percent of the population studied could not perform simple reading tasks and, in addition to that number, thirty-two percent were able to perform the tasks only marginally. Forty-eight percent of these reading-deficient adults had completed high school.[33]

In 1974 the National Assessment for Educational Program was commissioned by Right to Read to assess the functional literacy level of in-school seventeen-year-old students:

> It is a well-known fact that every year many young Americans graduate from high school unable to read well enough to function adequately with reading materials frequently encountered in everyday life, such as road signs, maps, advertisements, forms and reference works.[34]

On the bright side, however, the report stated that all groups gained in functional reading skills--at least those measured by the truncated MAFL (Mini-Assessment of Functional Literacy).

This study was funded by Right to Read and was based on a norm group of one-hundred students in the Denver area. The disturbing thing about this statement was that Right to Read paid for the study from National Assessment, and claimed at least a conditional statement of success and then both state and national Right to Read officials used this to trumpet the effectiveness of Right to Read. Any cause and effect relationship between Right to Read and the MAFL results must be

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[33]The University of Texas at Austin, Adult Functional Competency: A Report to the Office of Education Dissemination Review Panel (Austin: Division of Extension, March 1975) p. 6.

[34]National Right to Read Effort, Functional Literacy-Basic Reading Performance (Denver, Colorado: National Assessment of Educational Programs, 1975), p. v.

seriously questioned since there is no mention if the testing was done with Right to Read students. It seems that it was not.

The University of Texas study and the National Assessment Report have been cited to set the stage for a more in-depth examination of the extent of the reading problem.

An analysis of the literature disclosed that a number of dispassionate researchers shed light on different facets of the problem resulting in a helpful understanding to both the student of reading and the practitioner in the field.

The reading problem is commonly translated into a term dealing with illiteracy. Often this term has not been defined, nor its achievement or lack of it, assessed.

Chall examined the definition of literacy.

> Every commission or investigating body that has been charged with defining the extent of the literacy problem has been confronted with the facts that there is no generally accepted definition of functional literacy and that statistics on literacy are generally based on unsatisfactory data and criteria. The figures given in some sources concerning rates of literacy in various sectors of the population are generally not comparable.[35]

Bormuth, in the same source, echoed Chall:

> Certainly, if the illiteracy level is so high, such programs would seem urgently needed and large expenditures of public moneys justified. Unfortunately, however, it is impossible to put much faith in these or in any other literacy statistics currently available, for none of them is based either on a careful analysis of the concept of literacy itself or on suitable methods of measurement.[36]

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[35] Carroll and Chall, Toward a Literate Society, p. 6-7.

[36] Ibid, p. 62.

Both of these authors expressed the same concern with the definition of literacy, and the unsatisfactory measurements and statistics by which to assess this ill-defined concept.

Since the definition of literacy is so obscure and (consequently) its measurement so difficult, it becomes easy for those concerned with illiteracy to voice their concerns. It is only when one looked below the surface that a different viewpoint was found.

Corder seemed to place the problem in its proper perspective when he stated:

> In effect, the national reading problem might just as easily be called the national thinking or comprehension problem and the schools are only minutely responsible for the fact that massive numbers of old citizens are, essentially, not inclined to develop or maintain reading and comprehension skills necessary for their self-selected goals and life space.[37]

On the one hand, we have key Right to Read people and a university study bemoaning the sad state of affairs. On the other, we have a university professor and a coordinator of research stating that the extent of illiteracy cannot be ascertained.

The treatment of illiteracy in the literature provides no clear statement as to its definition or extent.

It was in this context, the difficulty of learning how to read, the basis for failure in reading, and the unclear condition of literacy, that the extent of the reading problem was examined.

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[37]Corder, The Information Base for Reading, p. 137.

The Extent of the Reading Problem

Farr, in a very readable report, provided a viewpoint on emotionalism, lack of objectivity, Commissioner Allen and, of course, Right to Read.

> It is a well known fact that reports of negative and alarming phenomena virtually assure social scientists of reaching a wide and receptive audience.
>
> Various speeches and pronouncements by former U.S. Commissioner of Education, James Allen (1969), in which he cited "facts" about widespread literacy in this country is another example of alarming statements.
>
> In a point of fact there is little evidence that Allen's statements were based on any substantial evidence.[38]

Shuy shed a different kind of light on the reading problem. He seemed to have in mind a situation similar to the turbulent 60's when he wrote:

> The question of whether or not there is actually a literacy crisis in this country is, of course, not easy to answer. Most certainly there is a public outcry against what is thought to be a decline in ability. At the same time it must be noted that the public outcry is not a new phenomenon and that it is not specific only to America. One might wonder, in addition, if the outcry would be as strong if it were couched in a different socio-economic period. One might hypothesize that if things were going well politically, morally and socially, such an outcry might not appear. In times of such difficulty, people need symbols against which to inveigh, causes about which to be indignant, and scapegoats, over whom to be superior.[39]

It was helpful to look again at Farr's report to gain a clear perspective of the extent of the reading problem.

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[38]Roger Farr, Japp Trinman, and Michael Rowls, Reading Achievement in the United States: Then and Now (Bloomington: Indiana University Reading Program Center and the Institute for Child Study, 1977), passim, p. 1.

[39]Roger Shuy, Confronting the Literacy Crisis (Bethesda, Md.: ERIC Document Reproduction Service, ed. 123 904, 1976).

> The most conclusive statement that can be made is that the children of the present are reading better (or at least scoring higher on tests) than children of twenty or more years ago. Moreover, these differences appear to be quite significant.
>
> Finally, we believe that from an interpretation of the information we were able to gather, we would conclude first, that there is no reason for en masse pessimism; secondly, that the gradual improvement in reading competency over the past four decades prior to 1965 may have lessened or halted; and finally, over the last ten years there may have been a very slight decline in reading achievement. Of all our hesitant interpretations, we feel least certain about the last one.
>
> We are now convinced that anyone who says he knows that literacy is decreasing is a very unsure person. Such a person is at best unscholarly and at worst dishonest.[40]

The NAEP (National Assessment of Educational Programs) which examined educational achievement on a nationwide basis reported:

> The reading ability of American students has changed between the 1970-71 and 1974-75 school years. But the change is neither entirely positive nor entirely negative. Instead, the changes are highly dependent on the age of the students and the type of reading required.
>
> Nine-year-olds during the second assessment read significantly better than did 5-year-olds four years earlier. The improvement was recorded in all reading skills, but was most noteworthy in reference skills.
>
> Black 9-year-olds improved even more dramatically than did 9-year-olds as a whole. Reading specialists suggested that both increases might be attributed to successful reading intervention programs in the primary grades.[41]

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[40] Roger Farr, Reading Achievement in the United States: Then and Now, passim, 130, 140.

[41] National Assessment of Educational Progress, Reading in America: A Perspective on Two Assessments. Reading Report No. 06-R-01. (Denver, Colorado: NAEP, October 1976).

A look beneath the surface has shown that there is another view regarding the extent of the reading crisis. From the viewpoint of researchers, little is really known for sure regarding literacy. From the viewpoint of the educator, Farr provided a base from which to optimistically move ahead in the teaching and learning of reading. In summary, it can be stated that: Learning to read is a complex activity beyond the cognitive domain; failure to read in schools is required by standardized normed tests, which require that forty-nine percent of a class achieve below average. The statistics relative to illiteracy are not dependable, nor is there a suitable definition of illiteracy. It can be further stated that recent research on the extent of the reading problem indicated that there is no clear, great problem with reading.

The Right to Read Effort

This section relates the remote and immediate origins of Right to Read. It tells of its growth, dealing especially with the frequency and characterstics of ERIC citations. And finally, the immediate future of Right to Read is presented.

Origin

The use of the term "right" in conjunction with reading causes one to look back to the early beginnings of man's search for rights, freedom and equality. Early traces of Right to Read can be seen in the Magna Carta of 1215 and the Bill of Rights of 1689.

The use of the term "right" in conjunction with "read" implies that reading, as well as economic and political rights, was a part of the early struggle against the oppression by kings.

Denial of freedom and equality was not put aside by the English Bill of Rights. The charter of the town of Hardwick, Massachusetts, provided in 1727:

> . . .The said land by them to be settled on the conditions following, viz; that they within the space of five years settle and have on the spot sixty families (the settlers to be none but such natives of New England),--.[42]

This same denial of freedom for others is evidenced in the Constitution of the United States which assigned to the Black an unfree, unequal status:

> Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons.[43]

The Civil War, reconstruction, resuppression of the Black, segregation, deprivation of both inner-city and Appalachia followed in quick succession.

The immediate origin of Right to Read became clear in the 1960's. The Civil Rights Act of 1964 specifically forbade discrimination on the basis of race, color, creed or national origin. Minorities were encouraged to assert themselves. The ascendancy of the individual was matched by

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[42]Lucius R. Paige, History of Hardwick, Massachusetts (Boston: Houghton Mifflin and Company, 1883), p. 23.

[43]U.S. Constitution, Article I, Section 3.

a corresponding decline in and respect for institutions.

In 1967 Carmichael looked beyond the schools and reading.

> It is absolutely imperative that black people strive to form an independent base of political power first. When they can control their communities--however large or small--then other groups will make overtures to them based on a wise calculation of self-interest. The blacks will have the mobilized ability to grant or withhold from coalition.[44]

The Kerner Commission was formed to look at the cause of the violence that was rending the cities. After hundreds of pages of cautious analysis, the report stated: "For the many minorities particularly for the children of the racial ghetto, the schools have failed to provide the educational experience which could help overcome the effects of discrimination and deprivation."[45]

Removed from the violence of the cities, the white parents of suburbia nevertheless had a cause to become excited. They had been told that more than fifteen percent of their children have "dyslexia," a malady without guilt for anyone. And it seemed that the schools were doing little or nothing about it.

It was in this charged atmosphere that the Secretary of Health, Education and Welfare, Robert H. Finch, established a learned commission to report to him on dyslexia.[46]

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[44]Stokeley Carmichael and Charles Hamilton, The Politics of Liberation in America (New York: Vintage Books, 1966),p. 96.

[45]The Report of the National Advisory Commission on Civil Disorders (New York: Bantam Books, 1968), p. 425.

[46]B.A. Templeton, Reading Disorders in the United States. Report of a National Advisory Committee to Sec. Finch (Washington, D.C.: Department of Health, Education and Welfare, August 1969).

The Commission stated:

> Eight million children in America's elementary and secondary schools today will not learn to read adequately. One child in seven is handicapped in his ability to acquire essential reading skills. This phenomenon pervades all segments of our society--black and white, boys and girls, the poor and the affluent.[47]

We must give the National Advisory Committee on Dyslexia and Related Reading Disorders a great deal of credit for immediately removing the consideration of dyslexia, from their mandate to investigate reading disorders.

> The best available scientific and empirical evidence indicates that reading is essentially an educational process, with emphasis on the reading task itself and associated language skills providing the most direct and effective route to learning.[48]

Chall's, The Great Debate, was fresh in everyone's mind.[49] Templeton's report on dyslexia had been published.[50]

It does not tax the imagination to believe that Allen was well aware of the report on dyslexia.

The report stated:

> Furthermore, it has proposed certain modest steps toward the development of a national program whose ultimate objective would be to assure that every child in this country who has the ability will learn to read.[51] (underlining by this writer)

Allen, in his Right to Read address delivered one month after the publishing of the report stated:

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[47] Ibid.,p. 4

[48] Ibid.,p. 51.

[49] Chall, The Great Debate.

[50] Templeton, Reading Disorders in the United States.

[51] Ibid., p. 15.

> . . .no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability.[52] (original underlining deleted in part by this writer for emphasis)

The speech from which this quote of Allen is taken marks the origin of the Right to Read effort.

Growth

This section deals with the changes in philosophy and objectives of Right to Read, its people, its activities, as measured by its visibility in the printed media and its influence in bringing about improvement in literacy. Just as the politician-president Johnson observed the unrest of the 60's and reacted within his frame of reference and influenced Congress to pass a Right to Vote Act,so did the educator-commissioner of education react to similar stimuli and announce a Right to Read campaign.

Social Political Influence

The growth of Right to Read is examined from two perspectives: social political influence as observed in Washington Right to Read publications, and from an ERIC search.

As a Nixon appointee, Finch, incumbent secretary of HEW, was on the way out. Allen chose to ignore the recommendation of Finch's panel to establish an office of Reading Disorders. Allen indicates, "We shall immediately set for ourselves the goal of observing that by the end of the 1970's the right to read shall be a reality for all."[53]

Right to Read came within a breath of being stillborn. Allen's term of office was short-lived. In 1970, he was removed by President Nixon from his position as Commissioner of Education for his non-support of

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[52]Allen, The Right to Read--Target for the 70's, p. 4.

[53]Ibid.

administrative policies regarding Vietnam. He was killed in an airplane accident in 1970.

The ensuing two years were precarious ones for Right to Read. There was no specific budget legislated. Commitment was uncertain.

Commissioner of Education Sidney Marland saw the continuing need to do something about literacy and in July of 1971 recruited Dr. Ruth Love Holloway for the task.

In 1971 Right to Read felt the need of establishing measurable objectives and its goal became stated as follows:

> To ensure by 1980 that 99 percent of all people under 16 years old living in the United States and 90 percent of all those over 16 would possess and use literacy skills. This goal was predicated on the Right to Read Effort rather than a Right to Read Program. The effort involved both the private and public, professional and nonprofessional segments of the society. It was designed to marshall the resources of these respective individuals and agencies to create a climate where the goal could be approached and reached through a variety of sources.[54]

Quite likely this quantification was made necessary by congressional pressures related to the need of demonstrating that measurable objectives were being pursued and hopefully would be achieved. In the early 70's there was the hope of a substantial federal commitment to reading. In 1970 Allen addressed both of these points in an interview published in the magazine, Nations Schools.[55]

Nixon had promised $200 million dollars to a reading effort. Also the Kennedy-Johnson-Allen optimism made anything seem possible. In the

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[54]Ruth Love Holloway, Right to Read-The First Four Years (Washington, D.C.: U.S. Office of Education (undated), p. 3.

[55]Nations Schools. "USOE: plans, priorities for the 70's, Nations Schools. 85(5), May 1970, p. 51.

less optimistic Nixon-Agnew-Watergate era it became evident that the 90-99% literacy goal would not be attained.

Right to Read of course, has had its detractors, critics and evaluators. A publication of the National Schools Public Relations Association, quoted Columnist James J. Kilpatrick as saying:

> A glum impression cannot be dispelled that the program functions chiefly as a bonanza for bureaucrats, professional grantsmen, paper-shuffling pedagogs, the salesmen of educational gimcrackery, and the devisers of tests testing other people's tests.[56]

Harman, in a paper presented before the Right to Read Office at HEW on September 8, 1975, as a part of International Literacy Day stated: Available evidence indicates that the state of reading in 1975 is no better than it was at the turn of the decade."[57]

It has been over eight years since Allen, then the newly-appointed Commissioner of Education of then newly-elected President Nixon, began to formulate the idea for a national Right-to-Read program.

Reading seemed to be an emphasis that could unite different socio-economic groups and appeal to both liberals and conservatives. Allen himself used the analogy between a commitment to wipe out illiteracy and the commitment made under President Kennedy to land a man on the moon in a decade.[58]

It was apparent that no such commitment was forthcoming. Saxe and

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[56]Roger Dixon, Reading, Issues and Actions (Arlington, Virginia: National School Public Relations Association, 1974), p. 8.

[57]Harman, The Right to Read: An Assessment, p. 1.

[58]Allen, The Right to Read--Target for the 70's, p. 4.

Delone reported that the Right-to-Read program existed at that time as a phase and a niche in the U.S. Office of Education (USOE).[59] The administration had supported the primacy of reading in urging that a major portion of the shrinking funds of the Elementary and Secondary Education Act (ESEA) be devoted to reading improvement. But Allen certainly had more in mind than a slogan, an office, and a fiscal trade-off when he proposed a major national reading effort. No quantum leap toward this goal had been made. The rockets were not even on the launch pad.

Wiping out illiteracy is a dream worth striving for. However, there is no evidence that we were closer to that goal in 1977 then we were in 1969 when Allen proposed it.[60] Much that Allen proposed is still being pursued today: the promotion of accountability, encouragement of innovation, improving the education of the disadvantaged, and supporting research to further all three of these priorities.[61]

Toward the close of the Holloway years, the National Reading Improvement Program was legislated by Title VII of the Education Amendments of 1974.

Holloway left her post with Right to Read in 1976 to become superintendent of schools in Oakland, California.

Although Right to Read had changed between 1969 and 1977, there were some overriding characteristics that still came through.

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[59]Natalie Saxe and Richard H. Delone,"The Political Implications of a National Reading Effort", in Toward a Literate Society, ed., John B. Carroll and Jeanne S. Chall (New York: McGraw-Hill Book Co.), 1975, p. 322.

[60]Harman, The "Right to Read": An Assessment, p. 1.

[61]Nations Schools. "USOE: Plans, Priorities for the 70's," p. 51-53.

Right to Read is a low budget, people oriented, process related effort calculated to influence administrators, reading teachers and entire communities to concentrate energy on helping children and adults learn how to read.

ERIC articles

In order to gain a greater understanding of both the growth and characteristics of Right to Read, an ERIC search was instituted. Most of the ERIC citations used in this work were from the computer search. Since the purpose of this section is to summarize characteristics of the literature, specific works are not cited.

The date of the computerized ERIC search was May, 1976. The last ERIC citations were dated May, 1975. There was approximately a year lag time between the publication date of an article and its entry into the computer bank.

A search of ERIC indexes was made by hand for the period June 1975 to October 1977. For the remainder of 1975, thirty-four citations were found. For 1976, thirteen, and for 1977, five.

The ERIC citations were analyzed and recorded in tabular form under the categories: year of publication, article, source, individual incentive or funded, and topical focus.

The complete table is not shown here since its length and detail would tend to obscure rather than enlighten.

The year of publication yielded the following information--

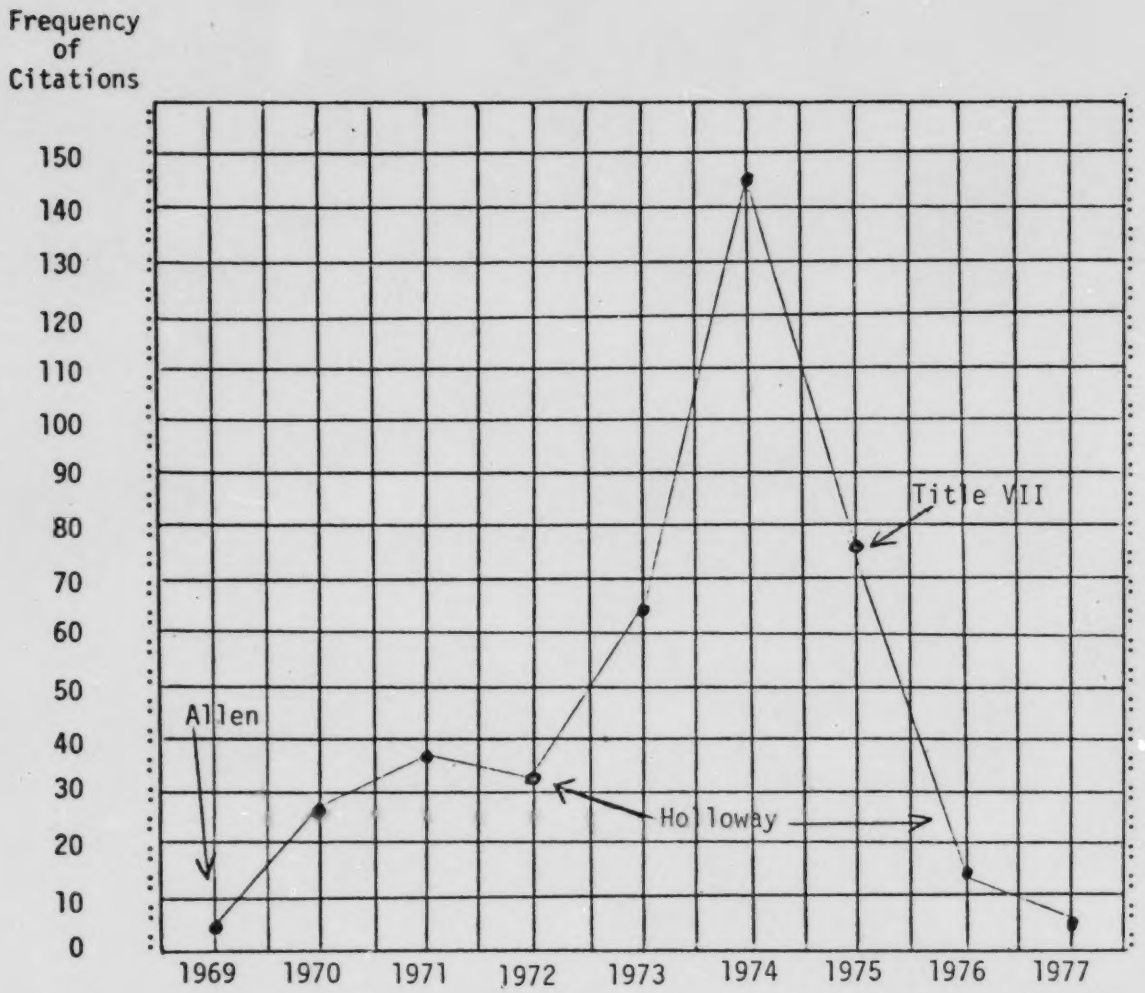
TABLE 2

YEAR	FREQUENCY OF ERIC CITATIONS
1969	5
1970	27
1971	37
1972	33
1973	66
1974	146
1975	77
1976	13
1977	5
Total	426

In order to gain a better pictorial presentation of these data, formal tabulating and charting were avoided so that the flow of information would not be obscured.

TABLE 3

The Growth of Right to Read from ERIC 1969-1977



The above information graphically illustrated what was surmised from literature. Allen fostered the Right to Read effort in 1969; Right to Read had a precarious existence until increased funding and the appointment of Hollowell in late 1972. There was a rapid rise in the publication of articles related to Right to Read in 1973, 1974 and early 1975. With the passing of the Title VII legislation in 1975, the publication of articles related to Right to Read declined. The 1976 articles dealt primarily with final reports

of Right to Read cities. In 1977, citations reduced to five. There were no citations for June, one in July, none in August and September.

Source

The 1969-1970 articles were related to public statements either made by Allen or related to these statements. In the early years of Right to Read, 1970-71, the published articles were written by individuals and were of informational nature. In 1972, the Office of Education began to emerge as funding agency, although articles by individuals continued to appear. States seemed to dominate the immediate and apparent source of funding in 1973, and in 1974 the trend became even more pronounced. It was obvious, however, that the ultimate source of funding was from HEW, OE, and Right to Read in Washington. An examination of the source of articles written in 1975 showed that the different states still dominated in frequency but there were an increasing proportion of reports written by individuals and very interestingly articles of an evaluative nature written by such agencies as Rand Corporation, although the funding of these also were Washington-based.

An interesting finding that emerged here was that a few states took the initiative in gaining Right to Read funding and dominated the ERIC scene. California was foremost, New York, New Jersey, Texas gained a considerable share of the funding and other states such as Georgia, Florida, Arizona, Oregon, and Ohio had some involvement. Some states such as Vermont, New Hampshire, Montana, and the Dakotas were not mentioned.

Topical focus

All of the 426 citations were directly related to Right to Read.

As stated previously, a number of citations, especially in the early

days 1969-70-71, were related to Right to Read as a concept and had a wide variety of topics such as adult education, immigrants, the blind, Title II, audio-visual, and racial problems. In 1972, in addition to the above topics, there was a concern with the poor funding practices of Right to Read.

The Mamaroneck, New York project provided an example of a local project that did not consider the sensitive nature of the school as an organism; the teachers were not included in the planning of a program.[62] The project was short-lived. However, this was one of the very few reports that claimed that Right to Read had made a statistical difference in student achievement as measured by standardized achievement tests.

The prevailing topic in 1973 and 1974 had to do with the success of state and city projects funded by the Washington, D.C. based education offices. For the great part, the projects were variations on the same theme, Right to Read, the needs assessment, criteria of excellence, volunteers, books, adult literacy. None of the projects demonstrated the achievement of behavioral objectives. They all were concerned with implementing the Right to Read philosophy and, as regards their concern with process, that seems to have been reasonably accomplished.

The 1975 ERIC articles stressed effective programs. However, the reporting agency had shifted somewhat from the cities and states to HEW and OE, and the evaluation of programs was being stressed.

The overall review of the four hundred and twenty-six ERIC citations provided insights into the growth and characteristics of Right to

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[62]Margery R. Bernstein, Right to Read Evaluation: Mamaroneck Public Schools 1971-72. (Bethesda, Md.: ERIC Document Reproduction Service, ED. 069 735, 1973).

Read which otherwise might not have been obtained.

A strategy emerged that showed the advocates of a national reading program funding any state that would make the effort to get the money; hence, the wealthy states got the most. The published articles related to the success of Right to Read, stressed illiteracy, the need for reading; consciences were prodded. After the country was effectively flooded with propaganda, HEW and OE and the Right to Read office influenced legislators to promote and pass the National Reading Act, Title VII.

An example of this was found in an interview statement made by Senator Clairborne Pell (D., R.I.). In response to the question, Why was reading singled out for special legislation?" the senator responded:

> There has been an interest growing for years to include reading in the legislation. Legislators, in talking with educators and other concerned citizens, came to realize that lack of reading ability was a serious problem at all levels of education.
>
> As the education legislation was coming up for reauthorization in 1974, Senators Eagleton and Beall were particularly interested in including this section for reading. They played leadership roles in drafting this Title.
>
> It was also increasingly apparent that the National Right to Read Program was having an impact on literacy. That effort had grown so much and so well that it seemed timely to pull together these efforts in one legislated program.[63]

Ouality

The great majority of the articles reviewed from all sources were repetitive. State after state reported on the criteria of excellence, the needs assessment, the Right to Read people, directors, principals, volunteers; the stressing of people as resources in reading was a constant

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[63]Marion McGuire, Key Legislators Discuss Title VII: The National Reading Improvement Act. (Kingston, R.I.: The New England Consortium for the Right to Read. University of Rhode Island, Sept. 1976), p. 1.

theme.

Not one program was found that assessed itself in a strict sense claiming scientific proof of merit.

The Evaluation Report of the Massachusetts Right to Read Effort for the 1974-75 School Year expressed this observation quite succinctly. It stated, "It should be clear that this report is made up of self-reported information and has a dearth of objective (especially) data."[64] In retrospect it became clear that Allen's right to read (he did not capitalize it) objective will not be achieved by 1981. He does have continuing influence on what is happening in Right to Read today.

In his 1970 interview Allen stated, "It is the policy of this Administration to decentralize governmental operations as much as possible and to turn many programs back to the states--"[65]

The Federal Register in a recent publication announced, "Applications are being accepted for new grants--under the Right to Read State Leadership and Training Programs,. . . . of $27 million appropriated for the program for Fiscal Year 1978, $5.5 million is available for grants to States."[66]

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[64]Theodore R. Cromack and Gayle A. Utley, Evaluation Report of the Massachusetts Right to Read Effort for the 1974-75 School Year. (Canton, Mass.: Municipal Consultants, Incorporated), Nov. 1975, p. 1.

[65]Nations Schools. "USOE: Plans and priorities for the 70's," p. 53.

[66]Federal Register (Vol. 42, No. 197-Wednesday, October 12, 1977), p. 55004.

Other funding is going to colleges for the establishment of reading academies or adult literacy programs. The Worcester Sunday Telegram in a recent issue reported, "A highly successful Right to Read Program at Mount Wachusett Community College is spinning off two CETA programs."[67] The article goes on to state that one program funded at $211,000 will provide twenty-one persons who will offer tutoring service in reading or writing for 400 persons. The second program calls for forty-six persons to be hired to serve about 500 persons at any one time.

The growth of Right to Read can be summarized as follows: 1) Right to Read began as a man's vision to increase literacy. It caught hold in Washington because something had to be done about reading; 2) Holloway carried the Right to Read message to the people and saw it grow into a nationally legislated effort; 3) it's buckshot, grass-roots, people-oriented approach did influence many communities to join the Right to Read effort; 4) In Massachusetts twelve communities were influenced in 1972 to adopt the Right to Read process for improving reading, and 5) Spencer, Massachusetts has been one of the Right to Read Charter Communities. It still looks to Right to Read as a source of support in continuing its struggle with illiteracy for young and old alike.

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[67] "Two CETA Programs to Teach Reading," Worcester Telegram, August 14, 1977, p. 23A.

Future

The immediate future of Right to Read is assured. Title VII, the National Reading Improvement Program (as amended by P.L. 94-194) provides the federal money to continue programs to improve literacy in the United States.

The Right to Read office or the term Right to Read does not appear in the legislation. In answer to the question, "In what way does Right to Read become involved in the act?" Thomas Keyes wrote: "The Right to Read office is mentioned in the Federal Regulations of May 26, 1976 and they have the same legal weight as the law."[68]

The Massachusetts Right to Read effort in its plans for the 1977-78 year, reported that the training of local Right to Read directors for the 1976-77 year would be concentrated in the Central Massachusetts Regional Center.

The report states that in response to an inquiry of potential new Right to Read L.E.A.'s invited to join the 1976-77 effort, "Interestingly enough, the Worcester area yielded ten times the number of possible new school systems than any other region."[69]

Right to Read continues to be of interest to Massachusetts school systems especially in Worcester County.

Although the report does not mention it, two of the remaining charter communities are in Worcester County. One of them is Spencer.

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[68]Thomas Keyes, States Government Branch, National Right to Read Office, U.S. Dept. of Ed. Washington, D.C., 12/30/76.

[69]Joseph Tremont, The Massachusetts Right to Read Effort. A Plan for the Fifth Year. (Boston, MA: Right to Read Office, 1977), pp. 9-10.

A current view and a look into the future of Right to Read was gained from the Annual Evaluation Report on Programs Administered by the U.S. Office of Education. This report stated that for the funding year 1977, the amount of money appropriated for the National Reading Improvement Program had risen to $26,000,000.[70] With this greater than one hundred percent increase in funding since 1975, it can be expected that Right to Read literature will increase as will ERIC citations.

The Solution to the Reading Problem

In 1970 at the U.S. Office of Education, the solution to the reading problem seemed to be in sight. There was a new captain aboard, Allen. Penney, Research Associate, National Center for Educational Research and Development, in the same issue of the Nations Schools in which Allen was interviewed, stated:

> The problem of eradicating reading failure in the United States has two parts. One, eliminating the existing lag between current knowledge and current instructional practice, defines the scope of the Right to Read effort.
>
> The second calls for a better scientific understanding of reading and related phenomena as the basis for totally successful reading instruction programs.[71]

Corder's 1971 study reiterated what Chall had pointed out four years earlier--there were no scientific studies of reading. The scientific basis for a two-pronged Right to Read effort was non-existent.

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[70]Right-to-Read and the National Reading Improvement Program. Annual Evaluation Report on Programs Administered by the U.S. Office of Education FY 1976. Prepared by the Office of Planning, Budgeting, and Evaluation, Office of Education, Department of Health, Education and Welfare, Washington, D.C., pp. 481-495.

[71]Montey Penney, "Right to Read Effort Looks at Targeted Research Plan," Nations Schools 85(%) (May, 1970), 62.

It seems that warnings like Borg's concerning the complexity of research problems dealing with people should have been taken more seriously.

> Most laymen think of a science such as nuclear physics as being far more complex than such sciences as education, psychology, and sociology. Actually, the reverse is true. The forces and matter dealt with in physics and chemistry are far easier to understand than the structure of a strange society, the development of the personality, or the processes involved in human thought and problem solving. Living organisms are generally far more complex than the forces and inert matter that make up the content of the physical sciences.[72]

Hollowell inherited a Right to Read effort which had no basis in scientific authenticity. ". . . since policy can seldom afford the slow pace of scientific confirmation,"[73] the Right to Read effort adopted a process approach to its mission of solving the reading problem.

Hollowell reported that in 1972 the Right to Read strategy embraced the "fundamental concepts of Right to Read which involved both public and private sectors, government and non-government in solving the problem of reading."[74]

The strategy was also based on the assumption that a people-process would marshall the resources of individuals, "to create a climate when the goal could be approached and reached . . ."[75]

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[72]Walter R. Borg and Meridith D. Gall, Educational Research (New York: David McKay Company, Inc., 1974), p. r.

[73]Paul Bergman and Milbrey McLaughlin, Federal Programs Supporting Educational Change, Vol. 4: The Findings in Review (Bethesda, Md.: ERIC Document Reproduction Service, ED 108 330, 1975).

[74]Holloway, The Right to Read: The First Four Years, p. 7

[75]Ibid, p. 3.

Right to Read turned its head still further away from the Allen, Penney, early Hollowell (90-99% by 1980) approach when it endorsed the following description:

> Right to Read is a national effort to develop and improve literacy skills of all citizens in the United States enabling each to function effectively in our Society. It promotes the involvement of all segments of society, both public and private, to insure that in the next decade no American shall be denied a full and productive life because of an inability to read.[76]

Right to Read saw the people-process-climate as depending on children learning to read in accordance with their capabilities. It depended on teachers knowing their art and administrators supporting teachers in its practice. It especially depended on someone responsible for coordinating what is done by teachers at different grade levels. The solution was subjective. In the absence of a proven formula for instituting a nation-wide successful reading program, Right to Read relied on common sense approaches and conventional wisdom.

This viewpoint was abundantly supported in monthly publications of the International Reading Association entitled Right to Read "76", Right to Read bulletins from Washington and other Right to Read support articles. Since all of the above were purchased by the Washington based Right to Read effort, they were, in the main, not cited in this section. Authenticity of the Right to Read people-process-climate was sought from more objective or at least more remote sources.

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[76] Right to Read "76". 2 (Newark, Delaware: International Reading Association, March, 1976).

The Children

The solution to the reading problem depends on children learning to read according to their capabilities and not being hurt in the process.

There is an abundance of popular books such as Death at an Early Age by Jonathan Kozol, John Holt's How Children Fail, and Blaming the Victim by James Ryan. Classroom practices that hurt the child were castigated by Lessinger. He specifically cited the practice of placing students in grades being at fault:

> Grindingly dull, irrelevant, often inexcusable, these practices cry out for redress. In these and other books of this genre, the children are shown to be victims of a cruel system that eats away at their confidence and fails to meet their needs. Is it the children who are failing in this situation? That is what the grading system would suggest.[77]

Ryan broadened the scope of criticism when he attacked the very nature of the educational experience and the atmosphere in which it takes place:

> We are dealing, it would seem not so much with culturally deprived children as with culturally depriving schools. And the task to be accomplished is not to revise and amend and repair deficient children but to alter and transform the atmosphere and operation of the school to which we commit the children. Only by changing the nature of the educational experience can we change its product. To continue to define the difficulty as inherent in the raw material--the children--is plainly to blame the victim and to acquiesce in the continuation of educational inequality in America.[78]

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[77] Leon Lessinger, Every Kid a Winner: Accountability in Education (New York: Simon Schuster, 1970), p. 28

[78] William Ryan, Blaming the Victim (New York: Pantheon Books, 1971), p. 60.

Herbert Kohl was quoted as saying in his book Reading, How to:

> There is no reading problem. There are problem teachers and problem schools. Most people who fail to learn how to read in our society are victims of a fiercely competitive system of training that requires failure. If talking and walking were taught in most schools we might end up with as many mutes and cripples as we now have nonreaders.[79]

Schoephoerster explained this fiercely competitive system of training that requires failure decried by Kohl and Lessinger:

> One of the greatest problems we face is the fact that people do not understand what grade level means. They do not understand grade level is a mid-point; it is not a base line. Grade level is where we expect youngsters of average aptitude to be at the end of a fixed amount of time. It is impossible to get every kid up to grade level unless for those who are below-average in aptitude we find a lot of additional instructional time. You should fully expect that at the end of the first grade, one-third to one-fourth of your first graders will not have mastered the first grade reading curriculum if they have been taught for mastery. We are presently giving the amount of time that we believe will be totally consumed for youngsters of average aptitude in order to achieve the objective.[80]

The answer suggested by Schoephoerster and others is that time becomes a variable and that children move through the grades being given sufficient time to build a reading base upon which more complex skills can be built. It was this prevention of failure that is cited as the sine qua non of solving the reading problem.

The Teachers

The solution to the reading problem depends on the teacher. The teacher is not only the keystone of the instructional reading process but

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[79] Dixon, Reading: Issues and Actions, p. 37.

[80] Hugh Schoephoerster, "Programming Reading Failure out of Existence: A Brief for the Belief," New England Consortium Conference Proceedings (University of Rhode Island, Kingston, R.I., 1976), p. 23

is the agent through which success comes, through which failure is prevented.

Artley drew upon substantial amounts of research for his speech delivered before the International Reading Association Conference in Kansas City in May of 1969. He stated:

> We know now that the reading that children and young people do will not be improved by the administration of a capsule, by facilitating their creeping and crawling, by the use of a machine or by method "X". We can give up these searches and concentrate on what we surmised was the case all along--that improved reading is the result of improved teaching, and in that pursuit many of us have a major stake.[81]

The Corder story told us:

> Yet everyone knows that the classroom teacher actually decides what she will do in a particular situation.

and further on the same page:

> . . . thus, the numerous decisions of the teacher create a "method" in response to what actually occurs with particular children, day by day.[82]

An unexpected source of support for the perceptiveness of teachers in the classroom was found in a report published by the Merrill-Palmer Institute. The report was based on fifteen years of research conducted by the Institute in and out of the state of Michigan. The following excerpts are cited:

> Teacher judgment has been found to be very reliable in assessing readiness by judging a child's ability, motivity and achievement. Experienced and sensitive teachers can do it.

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[81]Sterl A. Artley, The Teacher Variable in the Teaching of Reading (Bethesda, Md.: ERIC Document Reproduction Service, ED. 031 376, 1969).

[82]Corder, The Information Base for Reading, p. 135.

> Our findings should caution research people not to devaluate too quickly the teachers ability to judge children.[83]

In the same source John Feldhusen (1966) in Focus on Educational Psychology is quoted as saying: "The concern is that psychologists spent half a century measuring results of teaching while neglecting teaching itself. Psychologists must reenter the field of education."[84]

These statements were given extra credence due to the fact that they were made by non-educators (psychologists) and that the study did have a longitudinal experimental or at least data-gathering base.

The Principal, the Director of Reading The Superintendent, and Books

The approval and the support of the school principal is necessary if any program is to succeed in his school. It is axiomatic in education that, "As the principal goes so goes the school." The doctoral study of Edwards provided bibliographical information to pursue this in more detail. Edwards reported that, "Teachers are sensitive to the attitudes of their principals, and they will demonstrate a sensitivity to the climate of leadership in the implementation of change."[85]

The influence of administrators in bringing about change was studied by Sweatman in a demonstration center at Aurora, Illinois. He concluded: "Change is not necessarily dictated by administrators, but is

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[83]Anton Brenner and Leland Scott. School Readiness Factors Analyzed (Detroit: Merrill-Palmer Institute, 1968), pp. 41-44.

[84]Ibid, p. 41.

[85]Conan Stowell Edwards, "The Principals' Relationship to the Implementation of Official Curricular Plans" (Ph.D. dissertation, University of Wisconsin, 1968), p. 28.

nurtured by their attitudes of desire for it and by their supportiveness."[86]

Lucio and McNeil set the stage for another influential person in the power structure, not necessarily the principal, when they stated: "A leader must be seen as an influential member in the system if he is to be influential with others."[87]

Further, they found it necessary to have a "supervisor" to demonstrate a status role in the hierarchy if he was to influence subordinates.

This thinking takes us to the role of the director of reading. Right to Read maintains that the solution to the reading problem depends on the cooperation of not only the teachers and department heads within the individual schools but also the principals of these several schools and a director of reading-change agent if there is to be a system-wide acceptance of a reading program.

Greenwood reported:

> The most smoothly implemented projects were fortunate to have either in their project directors--or in district resource personnel--people who knew what they were doing, understand what potential problems might arise, and had the experience to make specific suggestions to help teachers improve their performances.[88]

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[86]Conan Stowell Edwards, "The Principals' Relationship to the Implementation of Official Curricular Plans" (Ph.D. dissertation, University of Wisconsin, 1968), p. 28.

[87]William H. Lucio and John D. McNeill, Supervision: A Synthesis of Thought and Action (New York: McGraw-Hill, 1962), p. 181.

[88]Peter W. Greenwood and others, Federal Programs Supporting Educational Change, Vol. 3: The Process of Change (Bethesda, Md.: ERIC Document Reproduction Service, Ed. 108 325, 1975), p. 33.

Regarding the effectiveness of full-time as compared to part-time change agents, Frankel stated:

> The major finding with respect to the local district Right to Read Programs is that there was a higher proportion of implementation of the Right to Read Program in local districts where there was a full-time local Director than where the Director was part-time. Yet only 11 percent (79) of the district level programs have full-time Directors.[89]

The commitment to the appointment, selection and support of a project director or change agent depends upon the superintendent of schools. Greenwood states, "First, political and moral support from senior management was essential until the project was far enough along to be completely integrated into district operation."[90]

The support of the school superintendent is of great importance--especially if there is a reading specialist or project director shared by the schools in the district. Wirt in a Rand sponsored project studied six projects selected from a sample of 273. Of the six projects, four were Title III ESEA. Each of the projects was funded at the level of $100,000 each year. He found that only two of the six projects were to be continued after the federal funding ceased. Wirt states: "In both of the projects that will be continued the superintendents strongly supported continued implementation and certainly represent the decisive factor in continuation."[91]

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[89]Frankel, An Assessment of the State Agency Component of the Right to Read Program, p. 1.

[90]Greenwood, Federal Programs Supporting Educational Change, Vol. 3: The Process of Change, p. 26.

[91]John G. Wirt, Implementing Diagnostic/Prescriptive Reading Innovation Report No. P-5406 (Santa Monica: Rand Corporation, 1975), p. 14.

Bissett advocated the use of non-text books to help the teacher inculcate desirable skills and practices in reading.

> But the ends of reading are never in sight until individual learners begin to develop the habit of reaching out to reading to satisfy inner needs and interests. Until children or adults reach out actively and voluntarily to read, the teaching of reading skills can be only minimally successful.[92]

The solution to the reading problem proposed by Right to Read depends on cooperating people and a process that unites these people into a unified effort to get the job done. Books are an important part of the climate proposed as part of the solution.

Process

By the Right to Read process is meant those continuing activities undertaken in growing toward the solution to the reading problem.

It appeared that there is much to commend the approach used by Weber.[93]

Disillusioned with the research that states that schools do not make a difference in what students learn, concerned with the use of surveys and regression analysis, Weber proposed that the effectiveness of schools be evaluated from the common sense viewpoint of what could be observed as the characteristics of schools that were successful.

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[92]Donald Bissett, The Usefulness of Children's Books in the Reading Program (Bethesda, Md.: ERIC Document Reproduction Service. ED 031 378, 1969).

[93]G. Weber, Inner-City Children Can Be Taught to Read (Washington, D.C.: Council for Basic Education, 1971).

On the basis of what he observed in four successful inner-city schools, Weber concluded that there are eight school factors that seem to account for the success of the four schools. These factors were: strong leadership, high expectations, good atmosphere, strong emphasis on reading, additional reading personnel, use of phonics, individualization, and careful evaluation of pupil progress.

The attractiveness of the Weber approach and findings, as with all research to date in education and reading is not without its weakness. In attempting to improve on Weber, Willard undertook a study for the Massachusetts Advisory Council on Education.[94] This study attempted to remedy the most glaring weakness of Weber's work by looking at schools that were rated positive and negative by evaluators and then assessing to learn if schools so rated maintained these ratings on standardized tests. That is where "failure" in the title of the study evidenced itself. A companion summarizing and analyzing study by Ellis found that unlike the presumption of Weber and others, there was discernibly no single pattern of school factors that determined excellence.

On the basis of the Weber and Willard study, Ellis reported:

> Thus instead of imitating a model of excellence, we recommend that schools focus on the process by which they can achieve excellence, each school thereby establishing its own brand or pattern of factors.[95]

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[94]Richard W. Willard, Success and Failure in Reading Performance among Massachusetts City Schools (Watertown, MA: Educational Research Corporation, February, 1975).

[95]Allan B. Ellis, Success and Failure: A Summary of Findings and Recommendations for Improving Elementary Reading in Massachusetts City Schools (Watertown, MA: Educational Research Corporation, 1975) p. 28.

Climate

Just as Ellis pin-pointed process as a way to achieve excellence in our schools, Goodlad pointed out the importance of the immediate environment within which the people-process takes place:

> Of course, supporting a working hypothesis in the arena of educational practice requires a great deal more than data. An hypothesis embracing the local school and those immediately associated with it may be just right for this era of decentralized authority, low level of nonregular funds, and citizen involvement--an idea whose time has come.[96]

This same author seemed to capture the spirit of Right to Read when he further stated:

> There are some signs in the seventies that schools are returning with vigor and even occasional joy to more realistic goals, now that we have plummeted to earth with regard to our expectations for them.[97]

Sava, in the introduction to Goodlad's book complements what Goodlad said. He wrote, ". . .most efforts at education-change have been based on a reductionist view of the schools."[98] By this he meant looking at discrete components such as teachers, curriculum, students, volunteers or the community. Some researchers would look at a single component, others several. Regarding this approach, Sava reported, "No matter how simple or ingenious, the salient facts about these programs to produce a change was that they did not seem to work."[99]

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[96]John I. Goodlad, The Dynamics of Educational Change: Toward Responsive Schools. with an introduction by Samuel G. Sava (New York: McGraw-Hill Book Co., 1975), p. 34.

[97]Ibid, p. 44.

[98]Samuel G. S[illegible].(Introduction to) The Dynamics of Educational Change: Toward Res[illegible]ve Schools, by John I. Goodlad (New York: McGraw-Hill Book Co[illegible]1975),p. VIII.

[99]Ibid, p. VI[illegible].

The title to this section, The Solution to the Reading Problem would offend some reading specialists. At present, there is no consensus that would support a particular solution. Right to Read maintained that there was one. When a scientific base was denied, the Right to Read effort adopted a more intuitive approach and put its faith in people and process and climate as the needed elements to bring about successful reading programs.

It is in the matrix of these elements that the impact of Right to Read in Spencer and the eleven other Massachusetts Right to Read communities was examined.

Summary

This chapter delved into the literature regarding the extent of the reading problem. It was found that the extremely sad condition of the state of reading which provided the emotional spring-board for the effort was exaggerated.

The name Right to Read was well suited to fit the tumultous times that spawned the effort. Right to Read gained enough support and visibility through buckshot financing of programs to cause Congress to pass the National Reading Act, Title VII.

Early in the Right to Read effort an anticipated scientific basis for the solution to the reading problem was lost. The effort continued on a more intuitive basis. Committed people, a viable process, and a supportive climate were propounded as the elements necessary to solve the reading problem.

It was during the "selling" of Right to Read in 1972-1973-1974, that the people-process-climate approach was utilized to the fullest.

Right to Read continues to be an influence within Title VII to improve literacy.

This thesis explored the influence of Right to Read in Spencer and the eleven other Massachusetts charter communities.

A review of the related research and general professional literature has been presented in this second chapter. Chapter III presents the theoretical design and the methodology.

CHAPTER III

METHODOLOGY

This study is a longitudinal case study. It deals in some detail with the establishment and growth of a Right to Read program in Spencer, Massachusetts, and comparisons with eleven other charter Right to Read Massachusetts communities.

Setting

Spencer is a community in central Massachusetts, Worcester County. The town has a population of approximately 10,000 people. It has some manufacturing and agriculture but is primarily a town for residents principally employed in Worcester, Massachusetts, twelve miles away. On October 1, 1977, the elementary school system had 1,400 children enrolled in grades k through six in five schools. There is a superintendent of schools. Each school has its own principal. There is one reading coordinator and one reading specialist. There are several paid aides.

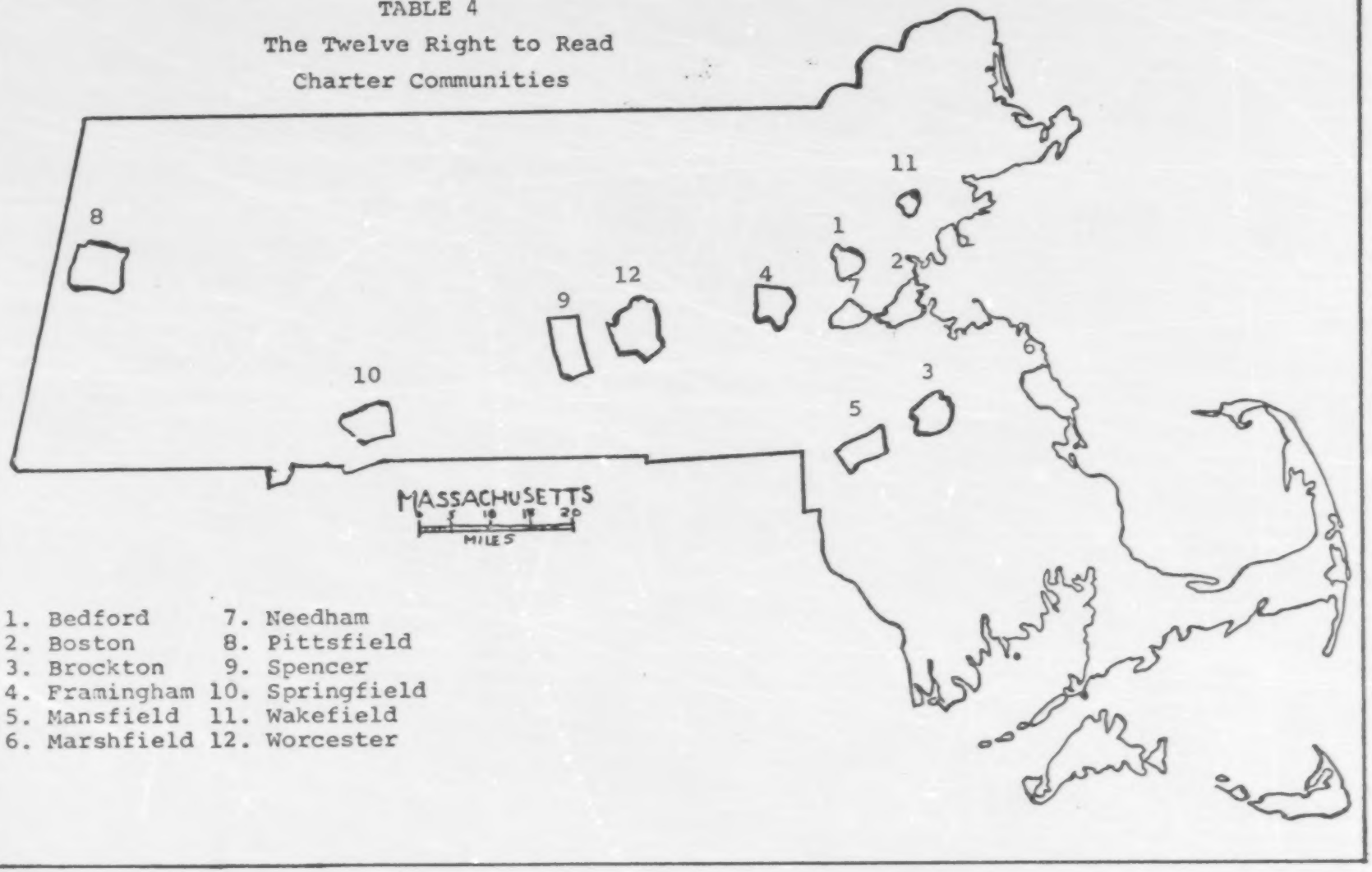
The eleven other charter communities were:

1. Bedford
2. Boston
3. Brockton
4. Framingham
5. Mansfield
6. Marshfield
7. Needham
8. Pittsfield
9. Springfield
10. Wakefield
11. Worcester

TABLE 4

The Twelve Right to Read

Charter Communities



1. Bedford
2. Boston
3. Brockton
4. Framingham
5. Mansfield
6. Marshfield
7. Needham
8. Pittsfield
9. Spencer
10. Springfield
11. Wakefield
12. Worcester

As of 1975 the New England Consortium for Right to Read listing of Right to Read charter school systems does not include Pittsfield and Springfield.

The location of the charter communities is shown in the numbered locations on the accompanying map. It can be readily observed from viewing the map that the ten remaining charter communities are clustered in the central eastern part of the state. The two most remote, Springfield and Pittsfield, no longer claim affiliation with Right to Read.

As a rule of thumb, the nearer a community is to Boston, the more affluent it is. This being so, Spencer should be one of the least affluent.

Table 5

THE TWELVE MASSACHUSETTS CHARTER COMMUNITIES. THE NUMBER OF STUDENTS IN GRADES ONE THROUGH SIX AND THE EQUALIZED EVALUATION PER SCHOOL ATTENDING CHILD

Community	Number of Students Grades 1-6	Equalized Evaluation Per School Attending Child
1. Bedford	2,000	$57,000
2. Boston	53,000	31,000
3. Brockton	11,500	33,000
4. Framingham	8,000	58,150
5. Mansfield	1,700	48,000
6. Marshfield	3,000	47,000
7. Needham	4,000	71,742
8. Pittsfield	5,500	39,500
9. Spencer	1,200	30,000
10. Springfield	16,800	27,277
11. Wakefield	3,000	49,000
12. Worcester	17,000	37,000

SOURCE: Commonwealth of Massachusetts, Dept. of Ed. Division of Research Planning and Evaluation. Report No. 77F46CDR, Run Date 01/18/77.

From observing the information in the table above it can be readily seen that Spencer was the smallest of the charter Right to Read communities, and with the exception of Springfield, the least affluent.

Spencer's (1977) equalized evaluation per school attending child of $30,000 indicated a relatively low economic status. Coleman and Jencks can be interpreted as saying that a low economic level is a prediction of low achievement. This being so, it would appear that Spencer had a great need of effective school programs to overcome its economical disadvantage and that Spencer has more to gain from an effective reading program than all except one of the Right to Read charter communities.

The Problem and the Approach

The problem to be answered in this study was, "Has the impact of Right to Read in Spencer been more or less influential in effecting its reading effort than in the other Massachusetts Right to Read charter communities?"

Responses from several different populations were elicited in attempting to answer the above question: The elementary teachers of the town of Spencer, the children, the parents, community officials, and the directors of the Right to Read charter communities. In addition, an effort was made to detect the influence of Right to Read by tracing the reading achievement test results of certain elementary grades over a period of time. Also, the quantity of reading done by students was measured.

Five different research activities were pursued in the search for the answer to the problem:

1. A Needs Assessment Instrument was administered to Spencer elementary teachers at the beginning and at the end of a three-year period. The intention was to assess the change in attitude, if any. A comparison with other communities was sought.

2. A School-Community Questionnaire was developed to compare attitudes of the Spencer school and community personnel. This instrument was administered to ten subjects in each of six categories. The purpose was to assess the effectiveness of school-community communication concerning Right to Read, by comparing differences and similarities between the perceptions of the two groups. It was expected that this information would be compared with what is happening in other charter communities.

3. Student Reading Activity was measured by counting the number of reading certificates issued to students over a period of several years. It was not expected that a direct measure of this activity would be obtained from the other charter communities. What was looked for was some indication of change in quantity of reading done by children in Spencer and the other communities because of Right to Read.

4. Achievement test results were examined to see if there was any indication of increased student performance in the reading portion of standardized tests. It was expected that there would be test findings from other charter communities with which to compare.

5. A Charter Community Questionnaire was designed to elicit responses regarding people, process, climate, and cost related to Right to Read. Responses were sought from the directors of the twelve Massachusetts Right to Read charter communities. This instrument along with letters, interviews, and telephone conversations provided the primary basis for the comparison of Spencer with the other eleven communities.

Data Collection: Purpose, Instruments and Procedure

Needs Assessment

Right to Read began in the Charter Communities with an assessment of teacher perceptions of their local reading programs. The purpose was to determine strengths and weaknesses of programs as perceived by teachers. The assessment was to be repeated after a period of several years to observe any changes that occurred in these perceptions.

One of the purposes of this thesis was to assess changes that took place in Spencer and to compare these changes with those of other charter communities.

The Needs Assessment Instrument was obtained from the New England Consortium for the Right to Read. Ths consortium grew out of the New England Educational Assessment Project which had completed a reading needs assessment in the late 1960's. In 1971, the Commissioners of Education for the New England states submitted a joint application to the Right to Read office in Washington for joint funding. Five states, excluding Vermont, which was funded separately, were funded as a Consortium in June, 1973.

The Rhode Island Department of Education acting as the funded agency asked the University of Rhode Island to implement the goals for the consortium, one of which was to immediately train new Right to Read directors as local Right to Read leaders.

It was from this summer training session that the local Right to Read directors returned to their communities to start Right to Read programs. One of the first mandates was to administer the Needs Assessment.

The instrument was most comprehensive. It was seventeen pages in length. It was divided into five goals, twenty-six criteria under the five goals, and an additional sixty-eight criteria under the twenty-six. A number of items were esoteric, referring to LEA (local educational agency), which was undefined, as well as ALA-NEA, also undefined. Some items did not apply (a $3.00 per child allocation for reading). The instrument, in the main, was horizon-expanding. It did make the Spencer community and schools expect more of themselves. It was the Right to Read instrument, it was based on a criterion of excellence, all charter communities were going to use it, and there was no time to change it. The instrument was administered as presented.

The instrument lent itself to computer reporting and precise statistical analysis. Each item was written using the four-choice Likert format. The first choice expressed a least or most negative value. The fourth choice expressed a greatest, or most positive value.

In October of 1973, the teachers of the Spencer School System came together at a release-time day for a workshop to orient them to the new Right to Read effort. The workshop was conducted by the Right to Read director. Among other Right to Read matters, the Needs Assessment was explained and distributed. At this time, there were three kindergarten teachers, one transitional-class teacher (between kindergarten and grade one for able but unready students), and forty-nine grade one through six teachers,a total of fifty-three teachers. Thirty-five completed questionnaires were returned to the Right to Read director, a return rate of 66 percent. There was no further attempt to identify the teachers by sex, grade, or school.

The questionnaires were sent to the Department of Education in Boston. The Right to Read office had the results processed by the computer facility at Boston College. Within several weeks, a computer printout was received, providing the number and percentage of responses for each choice, 1-4, for each item. The results were examined locally to find areas of strength and weakness. The Right to Read director and the teachers accepted the mandate for improvement and proceeded to apply themselves in that direction.

In May of 1976, the Spencer teachers were again asked to complete the same questionnaire. The Right to Read director distributed the questionnaires to essentially the same group of teachers. Several had left the system and had been replaced. The number of students increased slightly, because of lack of space the staff size remained constant. Thirty-five completed questionnaires were returned for a percentage rate of 66 percent. There was no attempt to identify the teachers nor to ascertain if the teachers who responded to the first and second assessments were the same people.

School Community Survey

The purpose of this questionnaire was to obtain feedback from two different populations concerning their perceptions of Right to Read. The school group was assumed to be better informed than the community group. A measure of the effectiveness of school-community communication regarding Right to Read would be the similarity of responses between the two groups. Also being sought were the different perceptions of sub-groups.

Since community and school climate was the number one criterion of excellence and also the first goal expressed in the Needs Assessment, it was planned to make comparisons with the other charter communities, especially through the charter community questionnaire, since the same

elements are expressed in it.

In planning and constructing this questionnaire, School and Community, and also the Comparison of Charter Communities questionnaire, the work of Berdie and Anderson proved to be helpful.[100] These two questionnaires were designed with the understanding that each study using questionnaires is unique and must be tailored to fit the individual circumstances of that study.

Further stimulus to extra care in the preparation of the questionnaire was provided by the statement that "...although we do suspect that most criticisms of studies using questionnaires should be directed against poor research design or poorly constructed instruments rather than against the use of questionnaires per se."[101]

Also, communication with Likert yielded an extensive bibliography and commercial copies of questionnaires used in assessing principal, teacher, and student opinion.[102]

The school-related component was divided into three sub-groups of ten respondents each, curriculum leaders, students, and teachers. The community-related component was also divided into three sub-groups of ten respondents each: local advisory council, elected town officials, and volunteers.

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[100]Douglas R. Berdie and John F. Anderson, Questionnaires: Design and Use (Metuchen, J.J.: The Scarecrow Press, 1974).

[101]Ibid, p. 16.

[102]Chairman of the Board, Rensis Likert Associates, Inc.: Director Emeritus, The University of Michigan's Institute for Social Research; and Professor Emeritus of Psychology and Sociology, the University of Michigan.

At the outset, it was decided to make the instrument no longer than necessary. Responding to the two lengthy Needs Assessments must have taxed the patience of the teachers. The items of the questionnaire were calculated to gain opinions regarding awareness, the target populations, emphasis, cost (Right to Read is a low cost program), success, activities, and the future of Right to Read in Spencer.

Since the instrument was to be locally evaluated without the aid or need of a computer, the questions were more freely designed than otherwise would have been possible. Also, there was provision for comments in the questionnaire. With the help of a parent, an administrator, and the Right to Read director, a first draft of the questionnaire was composed. The draft instrument was submitted to two respondents in each of the six sub-groups for evaluation as to content and wording of questions. Some questions were deleted and others altered. A chart was designed to insure that the data would lend itself to simple statistical analysis. In addition, a summary table was designed so that opinions of all the respondents could be compared at a glance. With these elements in place, minor alterations were made to the questionnaire and it was printed in its final form.

Five volunteers, selected because of their rapport with the respondents, utilized a face-to-face technique in administering the instrument. A workshop session was held with the group to explain the intent of the project and to familiarize them with the instrument.

Each interviewer was given a report sheet which asked the interviewer to summarize impressions gained from respondents and to report the overall opinion of his group regarding Right to Read.

Thirty school people, ten teachers, ten students,and ten curriculum teachers were selected to respond. The ten students were selected at random from grades five and six, a small percentage of the four hundred students; the ten teachers represented approximately twenty percent of that population. The ten curriculum leaders represented 100 percent of that population. In a similar fashion, thirty community people, ten volunteers, ten elected town officials and ten people of the local advisory committee were selected at random. The ten volunteers, represented thirty-three percent, the ten local advisory committee respondents represented 71 percent (there are fourteen members). The ten elected town officials represented 22 percent of that group.

There was no attempt to identify respondents by sex, age or any other characteristic.

Student Reading Activity

The purpose of this segment of the research was to find out if Right to Read had increased the amount of reading done by students.

One of the criteria of excellence recognized the importance of personal independent reading and promoted this reading in a variety of ways (criterion E-1).

A number of years ago the Spencer schools encouraged reading amongst its elementary students by awarding what was called a Harvard Reading Certificate. The idea for the Right to Read Reading Certificate

was gained from it.

Late in 1973, the writer of this report wished to demonstrate his commitment for the local Right to Read effort and proposed adoption of a similar certificate. The principals' advisory group saw merit in it, took the idea to the teachers, and it was agreed upon.

The certificate (see Appendix C) provides for the listing of five books and their authors. It is signed by the teacher, the school principal, and the superintendent.

Each school principal (there were five) heartily endorsed the reading certificate as a way to encourage student reading. Teachers remind the student at the beginning of each year of the desirability of each student earning at least one certificate. Teachers quite often mention the "one-by-each" in their plans for the year. In different ways, the principals call attention to the reading certificates: signs in the lobbies, progress wheels in the rooms, listings of students receiving more than one certificate. Different students are allowed to report in different ways to the teachers. If the student is handicapped in such a way that he cannot write, an oral report is accepted. The whole idea is to help students gain enjoyment from reading and also to reward them for it. At the end of each school year the school principal reports to the superintendent on the number of books read.

Since an essential ingredient in the solution of the reading problem is books and children reading them, it was felt that a measure of children's reading in Spencer would provide an indication of both a

commitment to the idea and a quantitative expression of its achievement. Something of a similar nature was looked for in the other charter communities.

Data for this section were gained from the grades one through five children of Spencer, Massachusetts.

The average enrollments in grades one through five of the five elementary schools were tabulated for the years 1975-1976 and 1977. Student enrollment remained constant during this period. The total number of certificates for each school and certificates per student were also calculated. The increase in reading certificates over the previous year was calculated for 1976 and 1977 as were the percentages of increase. Certificates per student were calculated to the nearest tenth of a point and the percent increase per year was rounded off to the nearest whole percentage.

The information concerning the total increases in reading certificates issued for the three year period was also placed in a graphical form.

There was no attempt made to account for more than one certificate being earned by the same student and none being earned by others. Also, there was no separation of boys from girls in the total count. What was sought was simply a gross measure of the reading activity of students and changes in that activity over time.

Achievement Test Results

The question asked in this section of the study was, "Has the Right to Read process in Spencer increased student performance on the reading portions of standardized tests?"

It was also the purpose of this study to compare notes on reading achievement with other charter communities, not to find out who is beating whom, but just to find out, "What is happening?"

The answer was sought by seeking the answer to two sub-questions:

Has Right to Read caused an increase in reading scores over time for entire grades? and Has Right to Read caused an increase in the reading scores of Right to Read students that can be detected over time?

Because of the difficulty in reporting on achievement test scores and in order to provide helpful information to other Right to Read communities and fellow practitioners, additional background is provided for this section of the study.

The fascination with science has been such that the merit of a study tends to depend on the use of the scientific method and exact measurement--even for studies done in the social sciences.

It was not the purpose here to attempt a longitudinal,controlled study of a cause and effect relationship between Right to Read and improved scores. The purpose was just as stated in the first paragraph--to find out if the influence of Right to Read could be detected in reading test scores.

The disquietude that prevails with anything less than the proof of science remains.

Tremont, the Director of Massachusetts Right to Read expressed the same concern when he stated, "The researcher requires careful control to meet his objectives; the practitioner is concerned with resolving a difficult problem. How these antithetical positions can be merged into

one, in some appropriate way, is the issue confronting most of us in educational research."[103]

In this same source Tremont also states, "But the time will soon be upon us when we shall need to determine whether or not Right to Read has filtered down to, and has made an impact upon, students and their reading achievement."[104]

This study attempts to discover if Right to Read has filtered down and improved students' reading.

The 1970 grade three percentile score in reading of the 50% had declined to the 35% when these same students were in grade 6, in 1973, three years later.

The data was taken from an extensive report that indicated this same trend was also true for language, work study skills and math.

In the excitement of the times it was not noticed that the spread of 10 percentile points from the 50% to the 40% follows the normal curve of distribution. The information was interpreted in a linear sense. The magnitude of the distance between 40% and 50% in Figure 1 was thought to be as represented by line xz.

A representation on the -x axis of 10 percentile points would not be at x, it would be slightly on the z side of y represented by length b.

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[103] Joseph Tremont, The Massachusetts Right to Read Effort. A Plan for the Fifth Year (Boston: Right to Read Office, 1977), p. 25.

[104] Ibid, p. 27.

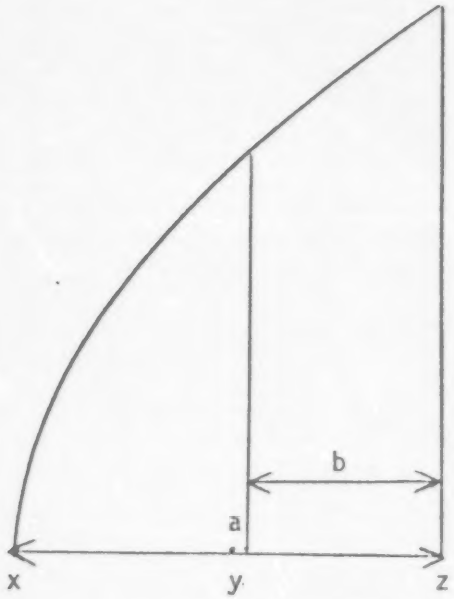

Figure 1. Linear and normal curve distribution of scores within 10 percentile points of the 50 percentile.

Because of deep concern with the decline in test scores in the upper elementary grades and in the junior high school and because of the out-datedness of the ITBS, a moratorium on achievement testing was declared for 1975. This decision reached in 1974 followed by one year the advent of Right to Read in Spencer.

The market was searched for a test better suited to meet Spencer's needs. The CTBS was selected, because, in addition to being current, it made it possible to measure student achievement in terms of the student's ability. Using this test causes one to realize that a student of low aptitude reading below grade level can be an over-achiever if the student achievement is higher than anticipated on the basis of aptitude. For the purposes of this study it would have been better to stay with the ITBS.

The good of the system mandated that the change be made. Also the CTBS test had been used in the Massachusetts statewide testing of fourth grades in January of 1971. On this test Spencer scored exactly at grade level. The in-depth analyses and wide use of the test results made for favorable disposition toward this test.

The Houghton-Mifflin, Iowa Test of Basic Skills (ITBS), 1956 Edition, was used for reading test results for grades three, five and seven for the years 1971 to 1974.

The McGraw-Hill, Comprehensive Test of Basic Skills (CTBS), 1973 Edition was used for these same grades for 1976 and 1977.

The tests were administered by the teachers of the self-contained classrooms in grades three and five and by the homeroom teachers in grade seven. There were approximately 200 students in each grade. The achievement tests were administered in the spring of the year.

Test results were returned to the schools in the form of both computer printouts and adhesive data strips to be placed on students' records. The data for both parts of this section were retrieved from these sources.

The data were placed in a tabular form and charted. The total reading score was expressed in percentile measures for grades three, five, and seven. The percentile measure was used rather than grade equivalence, since this is a better statistical measure and because it lent itself to clearer charting and interpretation.

Charter Community Questionnaire

It was the Charter Community Questionnaire that provided the basis for Spencer's comparison with the other charter communities.

Four of the five sections of this study dealt with the Right to Read effort in Spencer. The intention here was to explain in some detail what was felt to be typical charter community Right to Read activities and, on the basis of charter community responses, to contact them for some more detailed information for comparison. A one hundred percent response was sought.

Work on the Charter Community Questionnaire began in May of 1976. A card was sent to each of the twelve communities asking for cooperation in completing a Right to Read questionnaire. Six cards were returned. A follow-up letter was sent to the charter communities that had not responded. This letter asked for help on a mini-assessment. The mini-assessment asked for the answer to two simple questions expressed in a graphical way: "How would you assess the influence of Right to Read in your community at the inception of the Right to Read effort?" and "How would you assess the influence of Right to Read now?" (May 1976). This approach uncovered two more respondents who agreed to answer the questionnaire.

With the information in hand that eight out of the twelve charter communities were willing to answer a questionnaire, the construction of the questionnaire began in earnest. The questionnaire was constructed with seven response areas so that what were deemed to be the paramount concepts of Right to Read would be addressed. The first area (Program),

was designed with the purpose in mind of gaining a one hundred percent return. Were twelve charter communities really out there? Had some ceased to function? Twelve were listed in early reports of the Right to Read Office at the Department of Education in Boston. It was discovered that there were later reports that listed eleven, and then ten. The first question area was to find out if the charter community was still functioning.

It became obvious that one of the problems in getting the questionnaire completed was the Right to Read director's reluctance to state that Right to Read in his community had been discontinued or was being or had been absorbed.

The second and third areas were built on the premise that a trained Right to Read director was essential to a successful project and that the activities of the Right to Read director would provide an index for comparison.

The fourth area dealt with people. Right to Read stressed people--parents, teachers, the principals, students, adults, the librarian, the community, and Right to Read agencies.

Area five sounded out communities on their evaluation of Right to Read. It asked about test scores, and statistical indication of improvement. Area six asked questions regarding Right to Read influence on a reading program, and area seven asked about cost. Right to Read is meant to be a low-cost operation.

In essence, the questionnaire sought answers to questions that describe Right to Read: people, process, climate, low-cost effort that needs someone to run it.

The outline stressing the main elements of Right to Read was developed with the aid and guidance of the Right to Read director. In a preliminary form, it was administered to several local curriculum leaders. It was felt that a charter community would be taxed to assist, so no further help was asked them, although in retrospect, quite likely help would have been forthcoming.

The questionnaire was designed primarily to require a "yes"or "no" answer. Since it was to be hand-tallied, there was no problem anticipated, so several quantitative questions were also included. A chart was designed to accept the responses both for tallying and reporting.

Two preliminary probes having been made during the construction of the questionnaire, the extent of the first response came as no surprise. Six completed questionnaires were returned within a two-week period, and one more followed shortly thereafter. A letter sent to Right to Read directors with another questionnaire copy to the two superintendents of the remaining communities finally resulted in a one hundred percent return. Since a major element of this study was a comparison of impact, it was felt that the greatest number of responses possible should be obtained.

Again, in this endeavor, Spencer's Right to Read director was of great assistance. Having attended the Right to Read training session with the original directors, she helped both with the responses and highlights concerning the particular Right to Read community.

Methodological Weaknesses

The case study technique as a test for assessing programs has several weaknesses:

1. There is no opportunity to control for factors which may account for changes noted, i.e., changes may come about from historical events, or the maturity of students, or from changes in guiding philosophy.

Specifically in Spencer there were changes in the five years that happened independently of Right to Read:

a. Teacher turnover ceased. In 1973 when this study began, elementary teachers stayed briefly at their teaching posts. In 1977 there is an extreme oversupply. Result - average years of teacher experience in the classroom has gone from less than three to at least six.

b. The newly hired teachers have been selected as the brightest, most alert and enthusiastic of a large supply of similar teachers.

c. Chapter 766, the Massachusetts special education law for the handicapped, has been in effect since 1972. Ten percent of Spencer's budget is being used to improve the performance of students with learning problems.

d. Title I funding has risen from $25,000 to $50,000. This is a closely related compensatory education program. It is impossible to sharply delineate the boundaries of Title I and Right to Read.

e. The Right to Read Director and the Director of Title I are the same person.

f. The parochial school that had an enrollment of 150 elementary students closed in 1974 and the students came into the Spencer system.

g. The school-community climate has changed. The schools have become more community oriented, a parent-teacher group has been reactivated, a system-wide goals study completed. There is more school base contact via newsletters. Public relations have become more important. Right to Read was a part of this changing scene. It cannot be said that it was caused by Right to Read.

2. No attempt is being made in this investigation to definitely say that the Right to Read effort in Spencer is effective, based on student reading achievement.

There are a number of conditions lacking in this evaluation treatment that are necessary for statistical cause and effect findings,[105] such as:

a. The same test was not administered in 1973 and 1976. The Iowa Test of Basic Skills 1956 Edition was used in 1973 and the California Achievement Test 1973 was used in 1976. The Anchor Test Study Equivalency Table[106] cannot be used since the Iowa is too old and the California too new to be included in the Anchor Study.

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[105] U.S. Department of Health, Education and Welfare, A Practical Guide to Measuring Project Impact on the Student Achievement (Washington: U.S. Government Printing Office, 1975), p. 1.

[106] Loret, Seder, Bianchini & Vale. Anchor Test Study: Equivalence and Norms Tables.

b. Percentile scores are used. This is not allowable in a more rigid evaluative study since percentile scores do not comprise an equal-interval scale.

c. There is no attempt to have a treatment and a comparison group.

d. The use of questionnaires is often viewed with jaundiced eye. There is some comfort in paraphrasing the Berdie-Anderson[107] statement that the criticism of studies using questionnaires is more a criticism of poor research design or the use of a poor questionnaire rather than an indictment of questionnaire per se.

The report on these data will be at best of interest to school board members and local educators. The report in no way is expected to satisfy evaluation specialists.

The justification of including this test information at all is to show in this case study context the problems that arose with regard to poor achievement test scores and what was done about it.

It was felt that something of value can still be gained from this report. A recent monograph developed by the U.S. Office of Education discussing methodological issues in the area of educational program evaluation tells us that in a search of 2,000 successful projects in reading and mathematics:

> ". . .only six could be found which, under close scrutiny, were able to meet the selection criteria of effectiveness, cost, availability, and replicability established for this search (see Foat, 1974). Most discouraging, however, was

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[107] Berdie and Anderson, Questionnaire Design and Use, p. 16.

the fact that not one of the evaluations provided acceptable evidence regarding project success or failure."[108]

It is felt necessary to again remind the reader that no attempt will be made to establish a cause and effect relationship between test results and Right to Read. However, Right to Read has been and is now such a visible and viable force, so much of the learning environment, that its impact, or lack of it can be detected by the examination of test results and opinion surveys.

Summary

The answer to the question "What has been the impact of Right to Read in Spencer, and how does it compare with the influence of Right to Read in the other eleven Massachusetts Right to Read charter communities?" is the purpose of this study.

The answer was pursued by first assessing the impact of Right to Read in Spencer. Four different instruments were used for this purpose. The perceptions of teachers were sought by using a Needs Assessment and those of school-community personnel by giving a questionnaire. The achievement test scores of elementary students over a period of time were studied as was the amount of reading done by students.

The comparison of Right to Read impact in Spencer and the other eleven charter communities was also based on the responses to a questionnaire. The questionnaire responses were codified so that the data could be summarized and expressed by a system of designations. The achievement

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[108] U. S. Department of Health, Education and Welfare, A Practical Guide to Measuring Project Impact on Student Achievement (Washington: U.S. Government Printing Office, 1975), p. 1.

test results were expressed in terms of percentages and trends over a period of time. The amount of reading done by students was counted by utilizing the number of specially designed reading certificates that had been issued. The data and the analysis of the data are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter represents the results of the analytical methods applied to the data in five major sections. The first section treated the analysis of teachers' perceptions at the beginning of Right to Read in Spencer and again after a three year period. The second section presented the analysis of the data which reveals the extent to which school and community groups are similar in their perceptions of Right to Read. The third section analyzed the data over a several year period of Right to Read, reading certificates received by students. The fourth section analyzed the data pertaining to students' reading achievement on standardized tests. The fifth section analyzed the perceptions of the Right to Read directors of the twelve Massachusetts Right to Read communities.

In the treatment of the data yielded by the three opinion instruments a measure of positive and negative response was the primary basis for analysis. The reading certificate section utilized a simple counting and percentage measure of change. The achievement test data was measured in percentages. The quantitative aspect, however, was not the only indication of relationship sought in this thesis. The trend of relationships within and between the different elements of the study were of considerable importance in their revealment of group attitude based on opinion.

The Needs Assessment

Data for this research was obtained from teachers of a central Massachusetts school system. All of the teachers of the elementary schools, grades K-6, made up the total respondent population. The three teaching principals and two full-time principals were included in the study. Of the total population, fifty-three teachers and principals, thirty-five completed the first questionnaire, or 66 percent.

Three years later when the questionnaire was administered a second time, the staff was still fifty-three teachers and principals, thirty-five completed questionnaires, or 60 percent. One-third of the teachers were male and two-thirds were female. There was no attempt to identify respondents by sex, age or school. In the second administration of the instrument there was no attempt to insure that the same respondents completed questionnaires.

A method of analyzing the data was adopted that was simple to express, easy to understand and display and also that made it possible to make comparisons between the first and second assessments.

The following formula was used to find the average response for each item:

$$\text{Average Response} = \frac{\text{Sum of all 4 (ea. response + no. of responses)}}{\text{Total Responses}}$$

Example: Item B. 6b

Response	Number
1	1
2	3
3	11
4	12

$$\text{Average Response} = \frac{(1X1) + (2X3) + (3X11) + (4X12)}{\text{Total } 27}$$

$$= \frac{1 + 6 + 33 + 48}{27}$$

$$= \frac{88}{27} = 3.25 = 3.25$$

These average responses are contained in Table A[1] in the appendix. Fig. 2 comparing goal averages and Fig. 3 comparing objective averages are presented in the following pages.

An elaboration of the goals and objectives statements may be found in Appendix A.

Figure 2

A Comparison of Teachers' Responses

to Goal Statements in 1973 and 1976

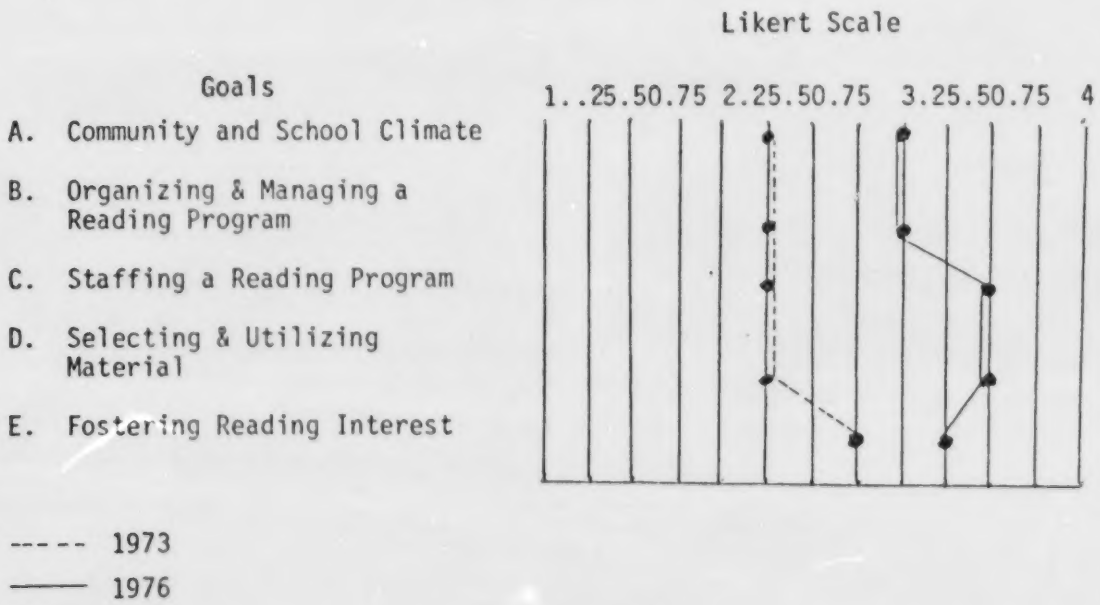


Figure 2 indicates that in the three year period 1973 to 1976, teacher opinion regarding goals was modified in a positive way toward the achievement of excellence as defined by the New England Consortium for the Right to Read.

The greatest shifts to the right were in the areas of C, Staffing a Reading Program and D, Selecting and Utilizing Material. Each have changed 1.25 points in the Likert Scale. The goals A, Community and School Climate and B, Organizing and Managing a Reading Program moved .75 points in a positive direction. Goal E, Fostering Reading Interest, moved .5 points in a positive direction.

The greatest opinion changes took place in those goals closest to the teacher, Staffing and Materials. Lesser changes dealt with climate and program.

In 1973 the teachers perceived none of the goals as approaching excellence, a 3 or a 4 rating. In 1976, all of the goals were rated 3 or better.

An examination of Fig. 3 revealed that teachers' perceptions regarding the twenty-six objectives under the five goals were much more positive in 1976 than they were in 1973.

Two of the twenty-six items, A,1 School Atmosphere Reflects Commitment, and B,5 Language Arts Integrated, showed shifts in a negative direction of .25 and .5 of a Likert Scale measure.

The objectives showing the greatest shift in a positive direction, one full scale measure or more are B,5 Program Meets Sub-Population Needs, B,9 School System Educates Parents, and B,10 School System-Adult Reading.

Figure 3

A Comparison of Teachers Responses

to Objective Statements in 1973 and 1976

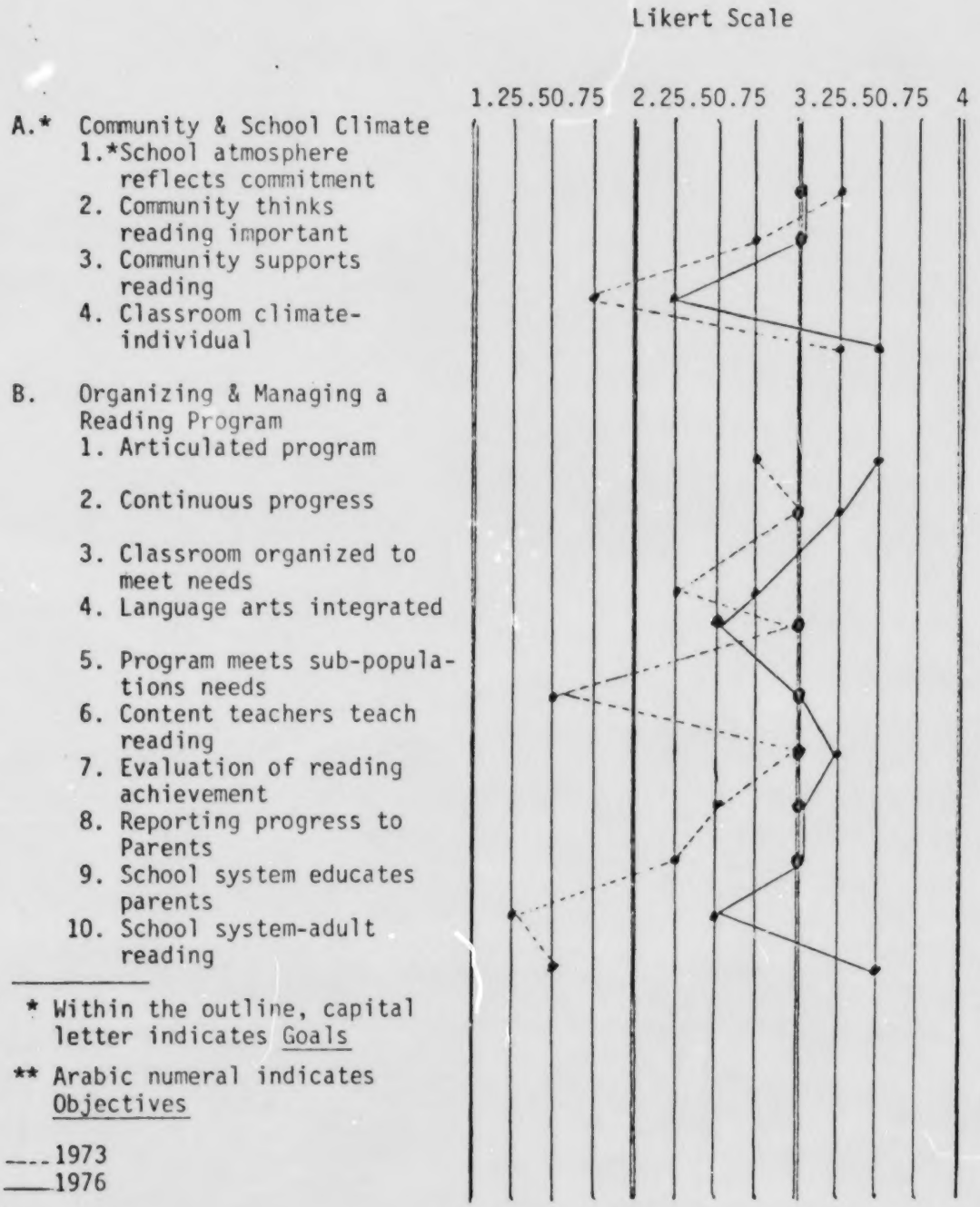
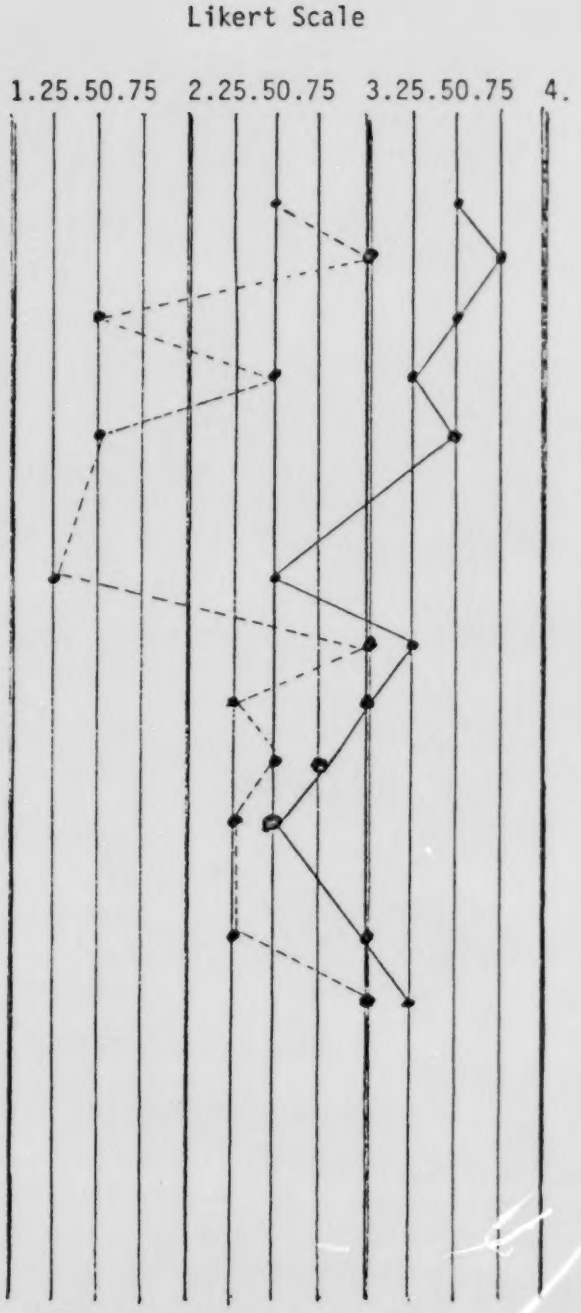

Likert Scale
1.25.50.75 2.25.50.75 3.25.50.75 4
A.* Community & School Climate
1.*School atmosphere reflects commitment
2. Community thinks reading important
3. Community supports reading
4. Classroom climate-individual
B. Organizing & Managing a Reading Program
1. Articulated program
2. Continuous progress
3. Classroom organized to meet needs
4. Language arts integrated
5. Program meets sub-populations needs
6. Content teachers teach reading
7. Evaluation of reading achievement
8. Reporting progress to Parents
9. School system educates parents
10. School system-adult reading
* Within the outline, capital letter indicates Goals
** Arabic numeral indicates Objectives
----1973
——1976

Figure 3-continued



C. Staffing a Reading Program
   1. Board of Education designated reading head
   2. Seeks teachers with preparation in reading
   3. Inservice education in reading
   4. Continuous staff development
   5. System of trained volunteers

D. Selecting and Utilizing Material
   1. Media center meets ALA-NEA standards
   2. Texts appropriate to level
   3. Materials fit learning styles
   4. Materials in class and center satisfy
   5. Library has professional media

E. Fostering Reading Interests
   1. Independent reading fostered
   2. Public library promotes reading

Also under goal C, three of the five objectives showed strong shifts in a positive direction: Item 1, Board of Education Designated Reading Head; Item 3, Inservice Education in Reading and Item 5, System of Trained Volunteers.

Under Goal D, Selecting and Utilization of Materials, only objective 1, Media Center Meets ALA-NEA Standards was there a shift equal to one full Likert Scale unit.

Goal E had just two objectives. Both show a positive change but not as great as those cited above.

Further examination of Fig. 3 disclosed that in 1976, nineteen of the twenty-six items or seventy percent were rated a 3 or above on the Likert Scale-possessing a degree of excellence. In 1973, only eight items or thirty percent were so evaluated, and six of these were rated exactly 3. Chart 3 comparing teachers' responses to criteria statements may be found in the appendix, pages 148-152.

Analysis of the data comparing teachers' responses to goal and objective items on the 1973 and 1976 Needs Assessment disclosed that there was a response shift in a positive direction for most items and more items were perceived as being 3 in the Likert Scale or better, that is, representing a degree of excellence. The items showing the greatest shift into excellence were in the non-traditional areas of parent involvement, volunteers and adult literacy.

The Needs Assessment was the first contact that the teachers of the charter communities had with Right to Read. The Assessment was brought unchanged to the local communities from a New England Consortium for Right to Read training session.

This instrument, consisting as it did of a hierarchy of eighty-nine items arranged in categories of goals, criteria and objectives, provided communities with a rather complete list of items related to excellence in reading.

All communities reported administering the assessment and that they had used the results. This study discovered that Spencer was the only community that administered and analyzed the assessment a second time.

The analysis of the first Needs Assessment disclosed that teachers' perceptions of the degree to which the Criteria of Excellence were being met was negative. In the three years between the first and second assessment a number of the items relating to excellence were implemented, e.g., use of volunteers, adult tutors, Book Fair, reading certificates, and non-gradedness.

Implementation of these specifics coupled with a growing awareness of the community as a partner and the need to turn around the decline in test scores had a marked effect on teacher perceptions.

The second Needs Assessment revealed that the teachers' attitudes on all of the goals, most of the objectives and a majority of the criteria had become more positive - a number of them also possessing a degree of excellence.

The available evidence indicated that the Right to Read Needs Assessment had a greater influence in modifying Spencer's reading program than that of any other charter community.

Section two analyzed and reported on the data of the School Community Survey.

School-Community Survey

A major contention of this study based on an examination of the available literature is that a nurturing school climate is essential to the success of a program. Right to Read goes further and expands the concept of positive climate to the community.

The first of the five major goals of the New England Consortium for the Right to Read as expressed in its Criteria of Excellence, Needs Assessment Instrument, was Community and School Climate. Teachers were the respondents to this assessment. Their perceptions regarding climate changed by an amount equal to two full Likert scale measures between the year 1973 and 1976. The purpose of the School-Community survey was to find out if in 1976 the change in teacher attitude was shared by other groups both within and outside of the school. Also sought was an indication of similarities and differences of perceptions regarding Right to Read, both between and within school-community groups. The purpose here was to assess the effectiveness of communication. A third and pervading purpose of this section was to determine the future of Right to Read in Spencer.

The ERIC search into Right to Read had indicated a sharp decline and almost extinction of Right to Read in the printed media. The results of the Charter Community Questionnaire showed that only two of the twelve original Right to Read charter communities were actually functioning as such. What was being sought here was information to help answer the question "Should Right to Read continue as a separate reading effort in Spencer or should it be absorbed into the regular reading program?"

An instrument was designed to utilize a combination questionnaire-interview technique in gaining responses from other school and community populations. These two groups were each divided into three sub-groups of ten respondents each. The criteria for selecting respondents were that they be deemed typical of the sub-group represented and that they be readily available.

For the community related group the local advisory respondents represented approximately seventy percent, the elected town officials were fifty percent represented and the volunteers thirty-five percent.

An analysis of the data from the school group showed that the cirriculum leaders, students and teachers all expressed a high degree of awareness regarding Right to Read. They also argued that students were the target population and that Right to Read has been a very successful program. Differences in perception were that fifty-five percent of the students stated that Right to Read should be absorbed into the school reading program and that students rated the volunteers least important.

The curriculum leaders and students felt that Right to Read was modifying childrens' attitudes toward reading, while some teachers felt Right to Read emphasized the skills of reading.

The community was most agreeable in their feelings. The local advisory council, elected town officials and volunteers all stated that they were aware of Right to Read, felt that the students were the target population and the impact was somewhat high. All three community groups felt that Right to Read modified attitudes toward reading. In addition, the volunteers also felt that it teaches the skills of reading. They felt unanimously that Right to Read should be continued as a special reading effort.

Concerning differences in opinion these statements can be made: the local advisory council felt that the cost was moderate, elected town officials somewhat low, and volunteers responded that the cost was very low.

The volunteers and local advisory council rated the volunteer program as most important followed by adult literacy. The elected town officials, unlike the previous two, rated adult literacy as most important followed by the volunteer program. Their opinion was shared with the town librarians who had recently acquired Right to Read books for adults.

The purpose of collecting and analyzing data was to compare the opinions of the school and community. A substantial difference in perceptions relative to Right to Read was anticipated. However, in evaluating the data, school and community were found to be in a state of cohesiveness.

Right to Read created a spirit of cooperation and interest between the entire community and school, presaging a more cooperative effort of the community and the educational system for the improvement of reading.

In Section One of this study it was indicated that teacher opinion had become strongly positive toward such community-related factors as adult literacy, parents and volunteers. The School and Community responses in this section agree with these findings. This cross-over substantiation gives greater credence to the community component and the likelihood that school and community people were of one mind regarding the influence of Right to Read.

A measure of the impact of Right to Read in Spencer and of considerable value to its reading program was the strong school-community consensus that Right to Read should continue as a special reading effort.

Table 6 which follows provides a one page summary of the findings of this section. The reader who wishes to gain further information and detail is referred to the Appendix. Appendix B contains the survey instrument and a sample of the of the Interviewer's Report Sheet. Appendix B shows a tabulation of the results of the survey and Appendix B provides a detailed narrative analysis of the data.

The next section of this chapter, number three, treats student reading activity.

Student Reading Activity

The whole purpose of the Right to Read effort in Spencer was to encourage students to read. The Needs Assessment in several items refers specifically to student reading. Emphasis in reading was felt to be an essential part of a climate to encourage reading. A measure of comparison of impact with other charter communities was sought and it was also hoped that increased reading would improve student performance on reading achievement tests.

In order to help achieve these goals a special reading certificate was designed to ward students for reading (see Appendix C). The reading certificate program also served to demonstrate central office commitment to Right to Read, to institutionalize and to perpetuate the effort.

Table 6

Results of Right to Read School-Community Survey

	Awareness[1]	Target Population	Cost[1]	Emphasis	Success[1]	Impact	Activities[2] Adult Lit.	Book Fair	Certificates	Volunteers	Future
SCHOOL											
Curriculum Leaders	High	Students	Low	Attitude	High	High	2	1	3	4	Special
Students	High	Students	High	Attitude	High	Moderate	3	4	2	1	Absorbed
Teachers	High	Students	High	Skill	High	High	2	1	3	4	Special
COMMUNITY											
Local Advisory Committee	High	Students	Moderate	Attitude	High	High	3	1	2	4	Special
Town Officials	High	Students	Low	Attitude	Moderate	Moderate	4	2	1	3	Special
Volunteers	High	Students	Low	Attitude & Skills	High	High	3	1	2	4	

[1]Low=50% or below; Moderate=50-75%; High=75-100%

[2]Likert ratings

Table 7 presents an analysis of the total number of reading certificates issued in grades one through five for the years 1975, 1976 and 1977. During these years student enrollment remained constant. The table demonstrated that in each of the two years following the introduction of the use of reading certificates there had been an increase in the total number of reading certificates completed. In 1976 there was an increase of 241 or a 32% increase over 1975 and in 1977 there was an increase of 162 or 17% over 1976. The table also indicates that this increase tends to be so for all schools in the town. A pattern seems to becoming established of constant rate of growth between similar schools. The neighborhood schools in 1977 issued from 1.3 to 1.5 certificates per student. At Lake with fourth graders, and Maple with fourth and fifth, students complete fewer reading certificates than students in grades one, two and three; one and one-tenth certificates.

Figure 4

Total Number of Reading Certificates Issued
In Grades One through Five for the Years 1975-1976 and 1977

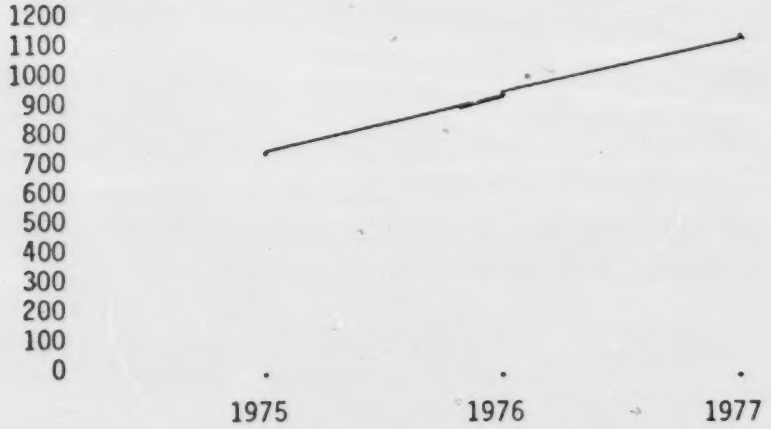


Table 7

Reading Certificates Issued to Spencer Students
In Grades One through Five, 1975 Through 1977

School	Grades	Average Enrollment	1975	1976	1977	Total Certificates	Certificate Student 1977
Grove	1,2,3	90	60	198	132	391	1.5
Pleasant	1,2,3	90	56	119	136	311	1.5
West Main	1,2,3	90	31	29	121	181	1.3
Lake	1,2,3,4	490	493	459	553	1505	1.1
Maple	4,5	235	111	189	214	514	1.1
Total		995	752	994	1156	2902	
	Increase in Reading Certificates Read per year			241	162		
	Percent increase per year			32%	17%		

Figure 4 shows the trend of growth in total number of reading certificates issued in 1975,1976 and 1977. These data and the almost straight line representation of growth supported the observation that Right to Read has continued to encourage an increased student reading as measured by the issuance of reading certificates. This steady increase raises a concern that reading certificates not become a measure of intra-school excellence. Students must continue to read because it is fun and not because the school system is committed to the idea that more is better.

The analysis of the data has demonstrated that utilization of the Right to Read certificates provided a measurable way of assessing the amount of reading done by elementary school students and quite likely has influenced teachers' perceptions regarding reading done by students.

The fact that the reading certificate program was started three years ago, and continues in practice indicates that it was an activity that found ready acceptance amongst the students, teachers and principals alike.

Both Goal E. Fostering Reading Interests and Criterion 1. Independent Reading Fostered, showed a change of .75 of a Likert Scale rating in the Needs Assessment between the first and second needs assessment.

Further indication of the value of the Right to Read certificates was found in the Charter Community Survey. Under Book Related Efforts, five communities indicated that they had engaged in a book related effort due to Right to Read. On the basis of the available information it seems reasonable to conclude that the reading certificate program was of more influence than any of these charter community efforts,including the Book

Fair which was an additional reading activity initiated by the target community.

The reading certificates provided a measurable way of assessing student reading, an indication of positive change in teacher attitude toward reading and a comparison with book related efforts of charter communities.

It seems reasonable to suggest that other elementary school systems in small towns like Spencer would find a similar instrument of value in stimulating reading by students.

The Reading Certificate Program is related to the other four sections of this study. Its origin was influenced by the Needs Assessment. The Reading Certificate Program modified the reading climate, provided an indication of impact with other charter communities and affected student performance on achievement tests.

Right to Read was the sole cause of the reading certificate plan in Spencer.

Achievement Test Results

There is a commonly felt need among educators to prove in a scientific way that a program is of significant influence in bringing about a particular result. Literature regarding this contention, as well as the yet to be demonstrated possibility of achieving it, was developed in the first two chapters of this work.

Data shown in the Needs Assessment which referred to group progress in reading, especially addressed the problem attacked in this section. In 1973, in responding to the first Needs Assessment, teachers rated this criterion below average. In 1976 an above average rating was assigned to this item. An increase of the equivalent of one full Likert rating indicated that the teachers were aware that improvement in achievement test scores was an important objective of the school system. It was originally planned to compare and share results with other charter communities, however, information was not available.

The purpose of this section of the study was to assess the influence of Right to Read on student scores - not in a scientific sense, since that was believed to be impossible. Rather, it was felt that observing student scores over time would disclose influence. The rationale was similar to that with the Reading Certificate: Stress reading books and count the certificates; stress reading achievement and observe the test results. The underlying axiom being that whatever goal is emphasized in an educational setting tends to result in growth toward that goal.

The data for this portion of the study were gained from the results of standardized achievement tests administered to students enrolled in grades three through eight in the Spencer elementary schools.

This section was divided into two parts. The first part dealt with reading achievement test scores for the complete grades, three, five and seven. The second part compared reading test scores after the passage of time of matched pairs of seventh and eighth grade students who had received volunteer help with those who had not.

The fact that two different tests were utilized, the ITBS from 1971 to 1974 and the CTBS for 1976 and 1977, was taken into consideration in interpreting the data. Perusal of the Anchor test tables[109] indicated that although the particular tests used were not analyzed, tests of these publishers were within four percentile points of each other. It was concluded that, bearing this information in mind, the two tests could be used for the macro-comparison purposes of this study.

Over the years of this study the I.Q. of elementary grades remained consistently between 100 and 105. It was this consistency that gave credence to the idea that the student populations were relatively homogeneous regarding ability and that different years of the same grades could be compared over time.

Table 8 was designed to show changes in reading test scores for grades three, five and seven over the period 1971 to 1977.

The 1971 grade 3 scored at the 59 percentile on the ITBS. In 1973 in grade five this group scored at the 32 percentile (see line 1).

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[109] Loret, Seder, Bianchini & Vale. Anchor Test Study: Equivalence and Norms Tables.

Table 8

The Reading Scores on Standardized Achievement Tests
For Grades Three, Five and Seven
Over the Period 1971-1977

Year and Test	Grade 3 Percentile	Grade 5 Percentile	Grade 7 Percentile
1971 ITBS	59	46	44
	①	②	
1972 ITBS	75	46	41
	④	③	
1973 ITBS	75	32	42
1974 ITBS	75	43	35
	⑦	⑤	
1975 Moratorium		⑥	
1976 CTBS	71	67	63
1977 CTBS	76	69	59

In 1971 grade five scored at the 46 percentile. Two years later in grade seven this group scored at the 42 percentile (see line 2).

In 1972 a grade 5 again scored at the 46 percentile. In grade 7 the score was at the 35 percentile (see line 3). It can be readily observed that for the period 1971 to 1974, scores between grades 3, 5 and 7 steadily declined.

Grade 3 in 1972 achieved at the 75 percentile. This same group's scores had declined to the 43 percentile by 1975 (see line 4). Line segment five further indicated that this decline was reversed so that by 1976 in grade seven this group was achieving at the 63 percentile.

After the moratorium year and the switch to the CTBS, test scores for grades three, five and seven were all above the 59 percentile (see lines 5, 6 and 7).

The 1971 through 1974 decline in test scores for grades five and seven was offset by just as sharp an increase in 1976 and 1977.

The profile chart, Figure 3, for the reading test scores shows in a visual continuous way the same kind of an analysis that has been derived from the data table.

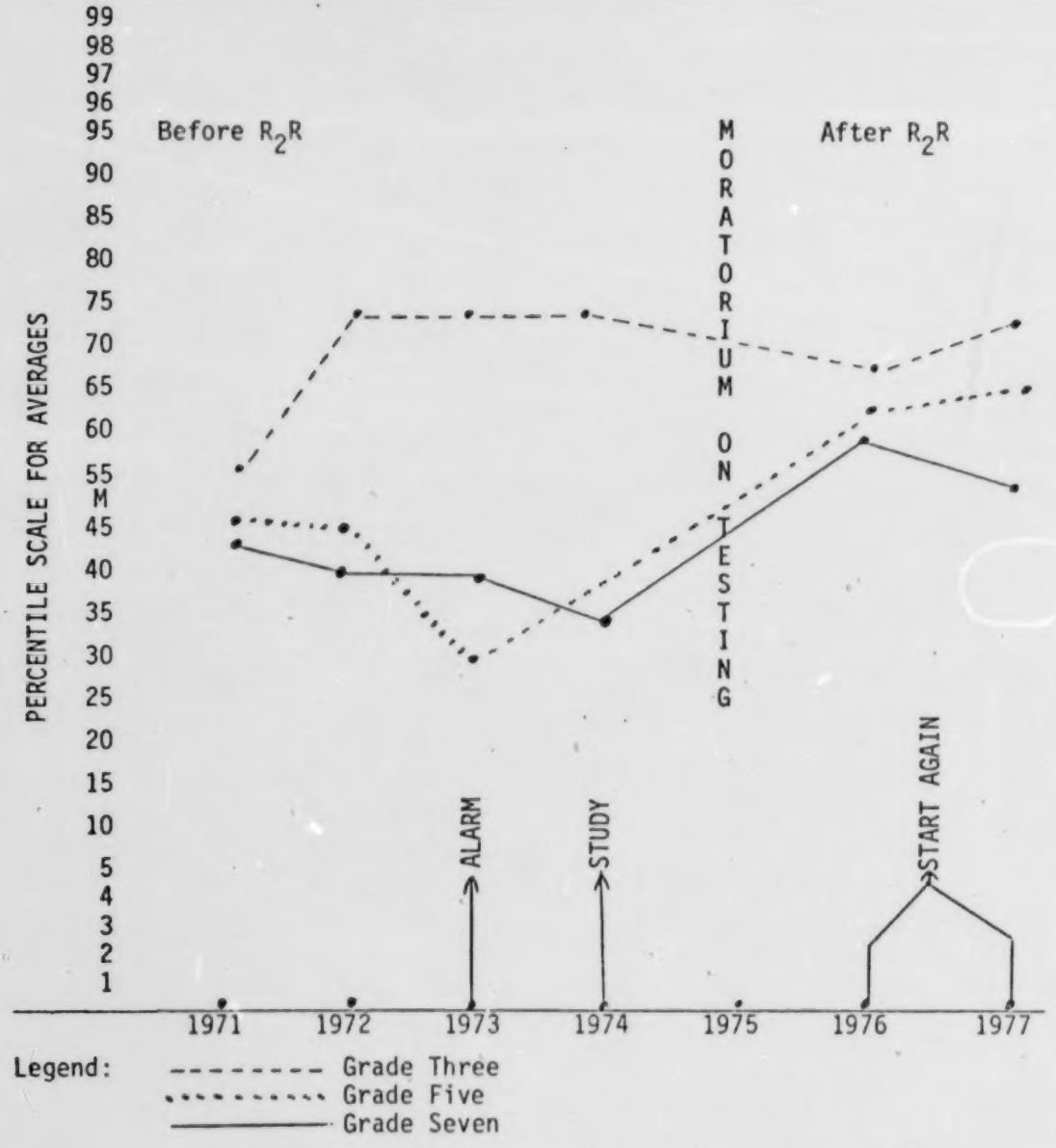
It can readily be seen that grade three never did go through the decline and recovery period that was experienced by grades five and seven.

The percentile scale for average illustrates the compression effect near the 50 percentile that tends to minimize mid-range score differences.

The same order of grade three highest, grade five next and grade seven lowest remained the same in 1977 as it was in 1971. However, in the years 1971 through 1974 grade 3 was above the fiftieth percentile and grades five and seven were below. In 1976 and 1977 all these grades were

Figure 5

Profile Chart for Reading Test Grade Averages
Spencer, Massachusetts Public Schools
Grades Three, Five and Seven



above the fiftieth percentile. During the period 1973 to 1977, the Right to Read process in Spencer was the single force determining and influencing efforts to improve the reading scores of elementary children in Spencer. It is reasonable to conclude that the modification in teacher opinion as demonstrated by the analysis of the Needs Assessment, the cohesive School-Community climate, the stress on reading and the drive to improve reading test scores all contributed to this improvement of reading test scores.

The second part of this section attempted to determine if there were any sustaining effects that could be detected in the test scores of students who had received volunteer tutorial help. Matched pairs of students, five sets from grade seven and 4 sets from grade eight were utilized. Nine students had received tutoring help for a period of from two to four years. The help had ended in the sixth grade at the latest.

It was assumed that volunteer tutorial help would result in students gaining a lasting increase in reading ability such that they would at least be reading at the same level as a student of the same sex and similar ability. The purpose of this sub-section was to test that assumption.

Characteristics of the matched pairs and their reading scores are shown in Table D[1] in the Appendix.

There were five matched pairs in grade seven and four in grade eight. In only one case in grade seven, matched pair number five, did a volunteer-tutored student exceed his match. In grade eight no tutored student exceeded his match. Although pair one in grade seven and pairs six and nine in grade eight are very close together. In four out of the nine matched pairs or 44 percent of the cases, tutored students approached or exceeded non-tutored students.

In five of the matched pairs non-tutored students scored seven or more percentile points higher than a tutored student.

The data also indicated that the typical tutored student is a boy with an average or below average I.Q.

Figure 6 portrays graphically the information in Appendix D[1] and provides further insight into the differences in achievement between tutored and non-tutored students. Only two tutored students of the nine exceeded the 50 percentile, whereas only 3 non-tutored did not. Matched pair IX with I.Q.'s of 112 are at approximately the 80 percentile and pair VI with I.Q.'s in the mid 80's are at the 12 and 13 percentile. One is reminded of the relationship between I.Q. and reading achievement and the necessity of realistic expectations for lower I.Q. students.

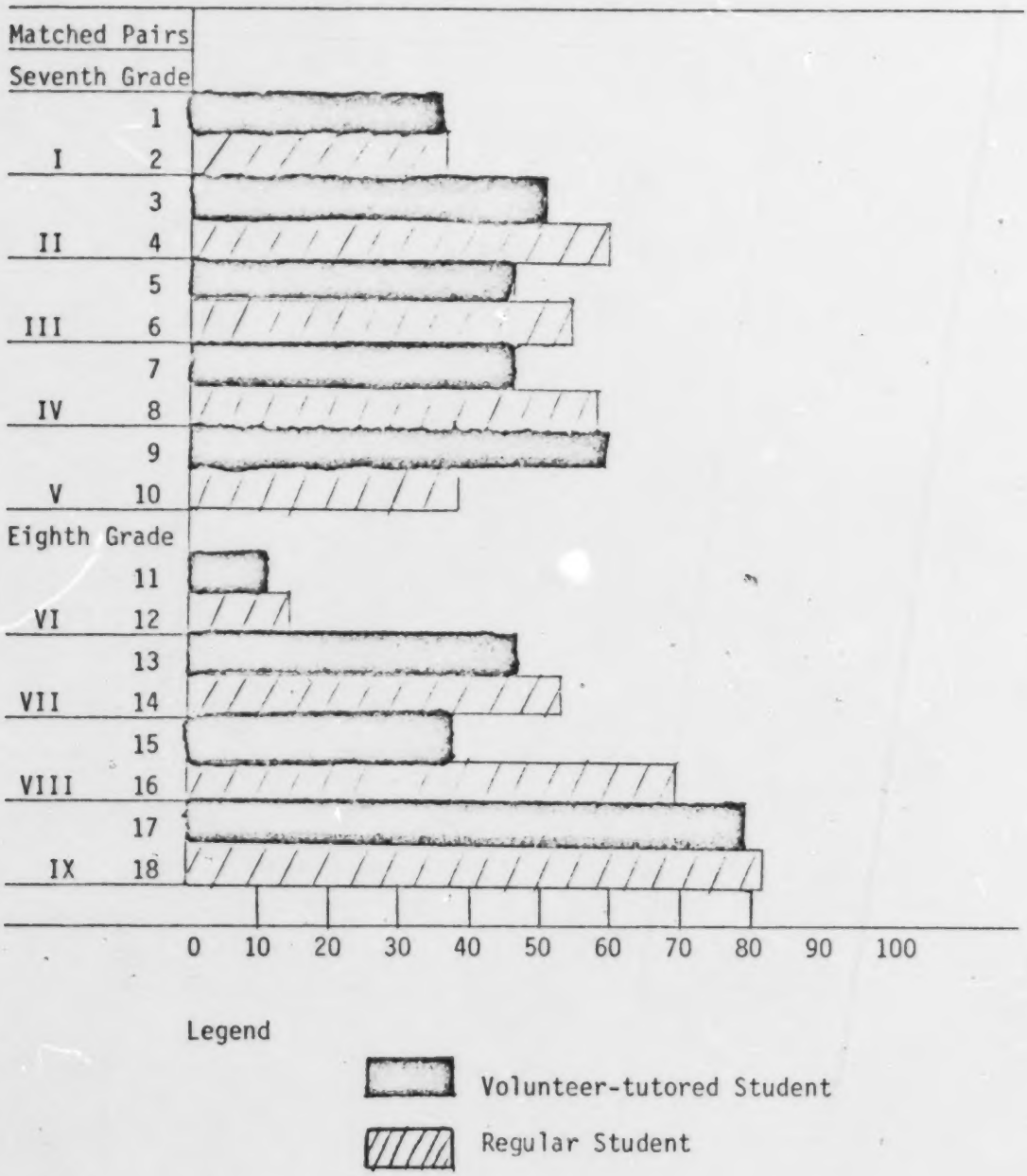
The analysis of the data indicated that most Right to Read tutored students were not reading at the 50 percentile at the end of one or two years after volunteer help ceased. In retrospect, it was unreasonable to assume that some of the lower ability students ever would. Furthermore, most tutored students were not reading as well as the student with whom they were matched. The reason for this seems to be that referred students started from further back and had hardships to overcome.

It is reasonable to state, however, that the reading scores of tutored students had improved and that this helped to raise the scores of complete grades.

The sustaining effects study did not indicate that tutored students were helped to gain a permanent advantage in reading. The study's value was in making one more aware of the nature of the tutored students, the difficulty of remediation and the unlikeliness of a volunteer alone being

Figure 6

The Sustaining Effects of Volunteer Tutoring



able to overcome reading deficiencies of individual children or small groups of children.

This section helped to better describe the Right to Read effort in Spencer. The tutored students were relatively few in number and there were approximately thirty volunteers, working with an average of five or six students per grade. The volunteers' aspect of Right to Read may have been more conspicuous than another very powerful influence. The School and Community Questionnaire indicated that due to Right to Read the emphasis on reading permeated the school and the community. All students were being affected by Right to Read. They were influenced by teachers who were stimulated to encourage reading and to improve reading scores of all students. It does not appear that volunteer help was sufficient to compensate for a reading handicap to the degree anticipated.

The purpose of this section of the study was to determine if the Right to Read process in Spencer had influenced student reading scores on standardized achievement tests. This was done in two different ways: for complete grades and for students who had received volunteer tutorial help. On the basis of an interpolation of Anchor Study data, the fact that tests of two different publishers were used was not deemed to be an obstacle.

The analysis of the data for complete grades indicated that the decline in test scores between grade three and grades five and seven experienced during the years 1971 through 1974, had been remedied by the Right to Read process as evidenced by reading scores of these same grades in 1976 and 1977. The second part of this section discovered that the influence of volunteer tutors in the grades of underachievers was less than

anticipated.

No other charter community attempted to measure the influence of Right to Read on achievement test scores. Also, the study of the literature in chapters one and two of this work indicated that the single Right to Read community in the United States that reported an evaluative study based on reading achievement scores ceased being a Right to Read community after one year.

The fifth and last section of this study is the comparison between the twelve charter communities.

The Charter Community Questionnaire

The fifth and last section of this study provides the primary basis of comparison of impact of Right to Read in Spencer with the other charter communities.

In 1973, twelve Massachusetts communities were selected by the Massachusetts Department of Education to be charter Right to Read Communities. A director was selected by each community and sent to the University of Rhode Island for instruction. This director, trained as a change agent, upon returning to the home community proceeded to take the prescribed steps to initiate the Right to Read process.

The purpose of this section of the study is to compare the degrees to which the different charter communities continued and succeeded in that task.

A questionnaire was constructed, based on the people-process-climate characteristics of Right to Read (see Appendix E). Data were tabulated (see Appendix E[1]) from which the following analyses were drawn.

In response to the first question regarding Continuation, eight of the twelve original charter communities or 67 percent stated that Right to Read was still a force in their communities. However, two of these also reported that they were in the process of being absorbed into the present reading program.

A total of six communities, 50 percent of the original twelve, stated that they were still active at the time of this questionnaire. Directors' responses to questions II and III disclosed that the existing Right to Read director was the original one and had a position as a reading person in the system prior to Right to Read, either as a teacher, specialist or director of reading.

All reported to an administrative person above the principal and received no extra pay as Right to Read directors. The majority felt that they had continued to be change agents and indicated that the frequency of meetings attended were at the state, New England Consortium, and local levels, in that order.

All of the respondents stated that a needs assessment was administered at the beginning of the Right to Read program and that the results were used. Only two reported that the assessment was given a second time. The only continuing community to so report was Spencer. The directors agreed that the main contribution of Right to Read was to focus on reading and further reported engaging in book related efforts such as book fairs and Teen Age Book Clubs.

participation in this area.

Communities three and six participated to much less than a 50 percent degree. This is so low in total and in comparison with the other four that these communities can be considered to be not functioning as Right to Read communities.

The conclusion was tentatively reached that only four of the original Charter Communities are actually functioning as Right to Read communities. Communities 3 and 6 will be carried to the end of this questionnaire analysis to find out if further responses reinforce or weaken this tentative conclusion.

It was readily observed that Spencer had a strong people component. It and community 7 each had a total of 10 responses out of a possible eleven.

Responses to question V, Evaluation, showed that Spencer was the only continuing community reporting that pre- and post-tests had been used to evaluate the effectiveness of Right to Read. Over half of the responding communities reported that Right to Read had influenced a continuous progress organization and had changed the reading program. It was agreed unanimously that no local money had been budgeted for Right to Read. THe majority stated that there had been a recent public relations release.

In order to pull the data together so that an impact comparison could be made, Table 9 was constructed. Spencer's response rate of ninety-five percent was highest. Community 7, with an eighty-five percent response also indicated a strong Right to Read commitment.

Information from Appendix Table E[1] was charted to gain a sharper view of impact.

Table 9

POSITIVE RESPONSES OF THE SIX REMAINING CHARTER COMMUNITIES TO TWENTY ESSENTIAL RIGHT TO READ ACTIVITIES

Item	R_2R Charter Communities 3	4	6	7	9	12
I. Program						
A. R_2R still a force in the community	+	+	+	+	+	+
II. Director						
A. Have you continued to be a change agent				+	+	+
III. Activities						
A. Were the results used	+	+		+	+	+
B. Did you administer a second needs assessment					+	
C. Book related efforts		+		+	+	
IV. People						
A. Parents						
1. Have you had a parent workshop since September 1975?		+		+	+	+
B. Teachers						
1. Is there a teacher task force?		+		+	+	
2. Inservice training experience since September 1975	+			+	+	+
3. How many meetings of teacher task force since September 1975? Any minutes?		+		+	+	
4. Is inservice training a component in your R_2R project?		+	+	+		+
C. Principal						
1. Principals involved in R_2R					+	
D. Students						
1. How does R_2R effort affect a student? a. R_2R volunteers				+	+	+
E. Adults						
1. Is adult literacy a component of your R_2R project?		+		+	+	+
F. Library						
1. Has there been more library involvement?		+		+	+	+

Table 9 continued

	R_2R Charter Communities					
	3	4	6	7	9	12
G. Community						
1. More involvement since R_2R		+		+	+	+
H. Agencies						
1. Effectiveness	+	+		+	+	+
V. Evaluation						
A. Test scores to evaluate effectiveness of R_2R					+	
VI. Effective School Program						
A. Has R_2R influenced a continuous progress organization		+		+	+	+
B. Has R_2R changed the reading program?				+	+	
VII. Has there been a public relations release since September 1975?		+		+	+	+
TOTAL	4	13	2	17	19	13
PERCENT	20	65	10	85	95	65

Figure 7 . Percentage of Positive Responses of the Six Remaining Charter Communities to Twenty Essential Right to Read Activities

Figure 7 portrays graphically that the impact of Right to Read in Spencer has been greater than that of any of the eleven other charter communities.

Of the original twelve charter communities, two (communities 7 and 9) continue to function as had been hoped by the Massachusetts Department of Education in 1973.

The purpose of the fifth and last section of this study was to compare the impact of Right to Read with the other charter communities. A questionnaire was constructed in order to gain this information. It was discovered that at the end of three years, fifty percent of the twelve original charter communities continued to function. Further analysis of the data revealed that two charter communities continued to function at a high level of commitment. Spencer had a ninety-five percent positive response to twenty essential Right to Read activities. The next highest community had an eighty-five percent response rate.

Summary

The impact of Right to Read in Spencer was indicated by the treatment of the Needs Assessment which continued to suggest desirable reading activities, as well as assess changes in teacher attitude. The congruence of school-community climate, the continuing stress on reading certificates and the constant monitoring of student performance on the reading portions of standardized tests also attest to Right to Read impact. Right to Read activities in Spencer and successes with these activities when compared to other charter communities gave further credence to the conclusion that the influence of Right to Read in Spencer was greater than that in any other charter community.

Chapter V will include a summary of this investigation, the conclusions and implications for research and practice.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter includes a summary of the research, the conclusions and the implications of these conclusions. The section on the summary covers a general review of the methodology, an outline of the five sections of this study and the findings from the study. A statement of conclusions concerned with the impact of Right to Read in Spencer and a comparison between the impact in Spencer with other charter communities is contained in the second section. The third section presents some implications from the investigation for possible further research and for practical use of the findings.

Summary

The research reported in this thesis was designed to investigate the influence of Right to Read in Massachusetts charter Right to Read communities. The literature on reading and Right to Read was reported at length regarding problems with reading and the promise of Right to Read to solve that problem. Little had been reported about solving the reading problem. And so far as could be ascertained there was nothing in the literature reporting on the impact that Right to Read has had on the elementary grades in any community or group of charter communities in any state. This study dealt with that aspect of the national Right to Read effort that concentrated on elementary school-based programs.

The focus was upon some of those perceptions held by teachers, students, volunteers, community leaders and Right to Read directors which related to Right to Read. Also the quantity of reading done by students and student reading achievement test results were examined. There was no model available upon which to draw to make a parallel study. The particular five elements of the study were selected because it was felt that they provided a mix of opinion and factual data upon which to assess impact and to make comparisons.

Three instruments were employed to search out the perceptions of people involved in or touched by Right to Read. They were the Needs Assessment of the New England Consortium for the Right to Read, the School-Community Survey and the Charter Community Questionnaire. The remaining two of the five elements treated the quantity of reading done by students and student performance on achievement tests. These data were gained from students' records.

A comparison of the impact of Right to Read in Spencer compared to the other charter communities was the purpose of this study. The twelve Massachusetts charter communities were studied with the prime focus on the community and five of the elementary schools of Spencer.

Questions, Methodology, Treatment of Data and Findings

The questions to be answered, methodology, treatment of the data and findings were grouped under the five sections of the study.

The Needs Assessment

How have the perceptions of teachers concerning Right to Read changed over a three year period?

Teachers' responses to each item of both a pre- and post-administration of the Needs Assessment were averaged, tabulated and graphed so that degrees of perception and changes in perception could be discerned.

Analyses of teachers' perceptions drawn from the 1973 Needs Assessment disclosed that teachers held primarily negative perceptions regarding the degree to which the criteria of excellence were being met.

Analyses of teachers' perceptions provided by data from the 1976 assessment indicated strong positive perceptions regarding these same criteria.

When changes between the two assessments were examined it was found that the degree to which absolute Likert ratings on items were perceived to have been achieved were considerably higher on the second assessment than on the first.

Examination of changes between the two assessments disclosed that all changes in teacher perceptions were in a positive direction.

School Community Survey

How do the perceptions of school and community personnel compare regarding Right to Read?

The data gathered from a school-community survey instrument were analyzed and the results expressed in terms of the percentage of positive responses. Also, a chart was composed from the data which compared school and community group perceptions of local Right to Read activities.

The School-Community Survey disclosed that the two groups had greatly similar perceptions of the purpose of Right to Read.

There was some evidence that each group tended to react from its own frame of reference. The target population was thought to be adults, by elected town officials. The cost was thought to be high. Five of the six reporting groups agreed that Right to Read should be continued as a special project. The pupils felt that Right to Read should be incorporated into the regular school program.

Student Reading Certificates

Has there been an increase in the number of reading certificates received by Spencer elementary students?

The number of reading certificates issued to Spencer students in grades one through five for the three year period 1975 through 1977 were counted and comparisons made in the number of certificates issued each year. Also, for the most recent year, 1977, the average number of certificates awarded by schools and grades was noted.

Student reading activity as measured by reading certificates increased for each of the years 1975 through 1977. The 1976 percentage increase over 1975 was thirty-two percent and the 1977 increase over 1976 was seventeen percent. The greatest number of reading certificates, 1.4 per student, were earned in the first three grades. For the fourth and fifth grades the number of reading certificates per student declined to 1.1.

Achievement Test Results

Has there been an increase in the reading scores of Spencer students due to Right to Read?

The influence of Right to Read on achievement test results was sought for complete grades and for students who received volunteer help.

Test data for grades 3, 5 and 7 were gathered over time, 1971-1977, and expressed in terms of percentiles. The purpose here was to assess the influence of Right to Read on complete grades.

Test for matched pairs of students provided information for the comparison of students who had been tutored by volunteers with other students who had not. This was a sustaining effect study which sought to determine if an improvement in reading was detectable after the passage of time.

After the 1975 moratorium on testing, the achievement test scores for grades five and seven which had been below the 50th percentile, rose to the high 60th percentile for grades five and the low 60th percentile for grade seven.

A marked turn around in scores for grade seven was especially noted.

By 1974 scores for grade seven had declined from the 44th percentile in 1971 to the 35th percentile in 1974. In 1976 seventh grade scores were at the 63rd percentile and in 1977 at the 59th percentile.

Although it cannot be stated that Right to Read was the primary influence responsible for improving the reading test scores of grades five and seven, Right to Read was part of the climate that made it possible to disclose a problem with achievement test results in reading and to do something about it.

A sustaining effects study using matched pairs was also utilized in an attempt to measure the influence of Right to Read on achievement

achievement test scores of volunteer-tutored students. For the purposes of this portion of the investigation it was assumed that a student who had received volunteer tutorial help not only had improved in reading but this improvement had been sustained over time. In one case out of eight a tutored student exceeded a non-tutored student. In four of the nine cases or 44 percent, tutored students approached or exceeded non-tutored students.

The sustaining effects study uncovered the information that even though the students were ability-matched, the fact that a student had been given volunteer tutoring help meant that a severe reading problem existed. The value of the sustaining effects study was not so much the findings as the insight provided into the severity of the reading handicap of the tutored student.

The Charter Community Questionnaire

How has the impact of Right to Read influenced the Spencer reading program compared to Right to Read's influence on the other Right to Read Charter Communities?

Data gathered from a charter community questionnaire were summarized in terms of positive responses. The responses were translated into a percentage for each of the charter communities. Since it was desirable for the data of the five separate parts of this study comprised of three questionnaires, a counting of events section, and an achievement test section to be treated with a common approach, it was decided, to as great a degree as possible, to utilize a positive response-percentage reporting format.

It was found that the influence of Right to Read in Spencer was greater than that in any other charter community.

Conclusions

The conclusions were drawn from analysis of the data that were compiled under each of the five sections of this work.

1. Spencer teachers' perceptions of the degree to which their school system measured up to the criteria of excellence of the New England Association of the Right to Read were much more positive at the end of a three year experience with Right to Read.

Since no charter community other than Spencer administered the Needs Assessment a second time and compared the results, it can be said that with regard to the Needs Assessment portion of this study, that Right to Read had more impact in Spencer than in any of the other charter communities.

2. School and community personnel were of a similar mind regarding Right to Read. Both groups felt that it should be continued as a separate effort.

This finding was of considerable value to the Right to Read effort in Spencer. Any question of absorbing Right to Read into the school program was put aside.

The School-Community Survey provided further evidence of the impact of Right to Read in Spencer.

3. Students were motivated to read books and to report to their teachers. The reading certificate program has grown and appears to have become a permanent part of the reading program.

The reading certificate idea served to show central office commitment to Right to Read. Since this special reading activity was due directly to Right to Read, it served to further understand the impact of Right to Read in Spencer.

4. Although no experimental cause and effect relationship can be attributed to improved performance of grades five and seven on the reading portions of standardized tests, it seems reasonable to state that Right to Read was the most vital aspect of the interactive environment that brought this improvement about.

Several years after the volunteer tutor help ceased, students who received this help were not performing as well as the student with whom they were matched. However, it was not realistic to expect that this would be the case.

No other continuing charter community attempted to assess the influence of Right to Read in reading tests. The fact that Spencer did make this attempt and did find both an improvement in scores for grades and a greater understanding of students with reading problems attests to the impact of Right to Read in Spencer.

5. The Charter Community Questionnaire provided a direct measure of assessing impact. Answers to the first question in this instrument regarding Right to Read status disclosed that Spencer was one of six continuing communities. The other six had been or were being discontinued. As succeeding questions were analyzed, it became evident that, of the six continuing communities two were participating as Right to Read communities to a high degree, two to a moderate degree and two to a low degree.

When all of the responses of the Right to Read directors were taken into consideration it was found that the impact of Right to Read in Spencer was greater than that of any other charter community.

Implications

Implications derived from this research were concerned mainly with refined replications in other elementary school systems. This study focused on Right to Read in one K-6 system and compared the impact with eleven other Massachusetts elementary systems and cannot be applied in general to other elementary educational systems.

The comparison of impact had no model base. There was continually the feeling that with a model, the comparison with the other charter communities would have generated a sharper pattern for investigating the impact of Right to Read which was so evident in the target community. Instruments need to be devised to discover the more subtle forces which determines the impact in one community as compared to another.

Specific research seems to be needed to study the influence of directors of reading instruction in bringing about and continuing effective processes.

The findings of this study implied a need to provide methods for insuring continuation of coordinated reading efforts in school systems. Reading programs were begun in some school systems but because of certain obstacles, the programs tended to falter and be discontinued.

The finding that a Right to Read director with support from the school principals and the superintendent was the key ingredient in continuing reading programs implied the practical need to have a reading

director responsible for system-wide reading programs. Perhaps the implication is toward greater cooperation between the building principal and the director of reading.

There was further need implied for a close working relationship between the directors of reading of the different communities so that different instructional activities and evaluative techniques could be planned and assessed.

There was implied throughout the findings the need for continuing support from state, consortium and federal sources if Right to Read is to continue.

For the elementary schools of Spencer the Jason-like search for the golden fleece of improvement of reading programs will continue.

The name Right to Read may change. It is hoped, however, that insight that Right to Read provided regarding the influence of climate, people, and process in a successful reading program will continually be rediscovered.

APPENDIX A

NEW ENGLAND CONSORTIUM FOR THE RIGHT TO READ

CRITERIA OF EXCELLENCE

NEEDS ASSESSMENT INSTRUMENT

A. Community and School Climate

Criterion A.1. The whole school atmosphere reflects commitment to the importance and enjoyment of reading

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

A.1.a. The school budget allocates sufficient money to the reading program to meet the individual needs of children.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

A.1.b Teachers read aloud to pupils at all grade levels for ten minutes per day. Selections are made on the basis of pupil interests, the beauty and rhythm of the language, and/or variety in literary form.

check one

Percent of teachers meeting objective	0-25	26-50	51-75	76-100

A.1.c. Award-winning children's books, in quality editions, are featured in the school library

check one

Never	Seldom	Sometimes	Often

Criterion A.2. The entire community views reading as an important activity in each individual's life.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

Appendix A-continued

LEA Objectives supporting this criterion:

A.2.a. The local news media feature reading programs, reading activities and reading interests.

check one

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

Newspapers and magazines are commonly found in the homes in this community

check one

Percent of homes meeting objective	0-25	26-50	51-75	75-100

Criterion A.3. The entire community actively contributes to and supports the school reading program.

check one

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

A.3.a. Citizens keep an updated resource file of persons in the community who can contribute relevant information to the program in basic, content, or personal reading.

check one

Available resources	No file	Very few	Several	Many

A.3.b. Parents volunteer to help publish a local newsletter about the reading program.

check one

Volunteers	None	Very few	Several	Many

A.3.c. Parents and other adults volunteer as reading helpers to assist in tasks designed by teachers:

check one

Volunteers	None	Very few	Several	Many

Appendix A-continued

Criterion A.4. The classroom climate reflects respect for and support by both teacher and pupils, of each individual child's progress in reading.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

A.4.a. Teachers believe that every child can learn to read and that success is only a matter of time.

check one

Percent of teachers meeting objective	0-25	26-50	51-75	76-100

A.4.b. Pupil attitude inventories are used to provide information for program planning.

check one

never	seldom	sometimes	often

Pupils have positive self concepts and desire to take personal responsibility for their own learning.

check one

Percent of pupils meeting objective	0-25	26-50	51-75	76-100

B. Organizing and Managing a Reading Program

Criterion B.1. There is articulation and coordination of the reading program throughout all the administrative units of the school system.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

B.1.a. All administrative units of the reading program use the same skills sequences as a basis for instruction.

check one

percentage of programs articulated	0-25	26-50	51-75	76-100

Appendix A-continued

B.1.b. All administrative units of the reading program used the same type of criterion-referenced testing as a basis for determining instructional needs.

check one

Percent of programs articulated	0-25	26-50	51-75	76-100

B.1.c. All administrative units of the reading program use the same record keeping system to monitor pupil progress.

check one

Percent of programs articulated	0-25	26-50	51-75	76-100

Criterion B.2. A continuous progress organization of the reading program is in operation.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

B.2.a. Teachers are familiar with the skills sequences in the entire reading program.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

B.2.b. Pupils achieve mastery of the skills at each level before moving on to the next level.

check one

Percent of pupils who have mastered preceding skills	0-25	26-50	51-75	76-100

B.2.c. Pupils are grouped for instruction according to their individual skill needs and levels of mastery.

check one

Percent of pupils in appropriate groups	0-25	26-50	51-75	76-100

Appendix A-continued

Criterion B.3. The organizational patterns within classrooms and in the school as a whole meet the needs of all segments of the school population.

LEA objectives supporting this criterion:

b.e.a. Trusting, high achieving pupils are provided with an open organizational pattern in which they have many opportunities for self-direction, teamwork, and instructional options.

check one				
Percent of achieving pupils in open pattern	0-25	26-50	51-75	76-100

B.3.b. Distrusting, low-achieving pupils are temporarily provided the security of a closed, highly structured pattern of organization to help them focus on learning.

check one				
Percent of low-achieving pupils in closed structure	0-25	26-50	51-75	76-100

Criterion B.4. The language arts program is integrated, each component supporting all other components.

check one				
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

B.4.a. Instruction on listening skills and reading skills is coordinated.

check one				
Percent of coordination	0-25	26-50	51-75	76-100

B.4.b. The list of spelling words to be learned includes relevant words from content subject lessons and the pupil's own writing.

check one				
Percent of relevant words on spelling list	0-25	26-50	51-75	76-100

Appendix A-continued

B.4.c. Pupils write some of their own reading materials and share them with their peers.

check one				
Percent of pupils who write stories.	0-25	26-50	51-75	76-100

Criterion B.5. The reading program recognizes and accommodates the needs of sub-populations.

check one				
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

B.5.a. As far as possible, all sub-populations are kept in the mainstream of education.

check one				
Percent of sub-populations in mainstream	0-25	26-50	51-75	76-100

B.5.b. Bilingual programs are provided for non-English speaking pupils.

check one				
Percent of non-English speaking in Bilingual programs	0-25	26-50	51-75	76-100

B.5.c. Learning disabled children are taught by special techniques appropriate to their learning styles and level of mastery.

check one				
Percent of LD children meeting objective	0-25	26-50	51-75	76-100

Criterion B.6. All content area teachers are teaching those skills necessary to the effective reading of their own instructional materials.

Appendix A-continued

LEA objectives supporting this criterion:

B.6.a. Contents area teachers assume responsibility for teaching the specialized vocabulary related to their content.

check one				
Percent of teachers meeting objective	0-25	26-50	51-75	76-100

B.6.b. Content area teachers teach students how to read the maps, charts, and graphs found in their instructional materials.

check one				
Percent of teachers meeting objective	0-25	26-50	51-75	76-100

B.6.c. Content area teachers show students how to use headings to establish a purpose for reading.

check one				
Percent of teachers meeting objective	0-25	26-50	51-75	76-100

Criterion B.7. The evaluation component of the reading program provides the data necessary for describing the current status of achievement in reading and measuring progress.

check one				
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

B.7.a. Standardized test data are used to show group progress in reading.

check one				
Percent of pupils tested annually	0-25	26-50	51-75	76-100

B.7.b. Criterion-referenced tests are administered to determine pupil level of skills mastery.

check one				
Percent of Pupils tested	0-25	26-50	51-75	76-100

Appendix A-continued

B.7.c. Criterion-referenced tests are available to measure each skill or group of skills in the reading program.

check one

Percent of skills	0-25	26-50	51-75	76-100

Criterion B.8. The reporting system is designed to interpret a child's reading progress to his parents.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

B.8.a. The reporting system shows what skills the pupil has learned.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

B.8.b. The reporting system uses something other than letter grades for reporting achievement.

check one

Frequency	Never	Seldom	Sometimes	Often

B.8.c. The reporting system protects individual pupil records from the public domain.

check one

Frequency	Never	Seldom	Sometimes	Often

Criterion B.9. The school system has a program of education for parents (or other adults responsible for children) with special emphasis on parents of preschoolers.

check one

Frequency	Never	Seldom	Sometimes	Often

Appendix A-continued

LEA objectives supporting this criterion:

B.9.a. Parents or other adults responsible for preschoolers are taught how to make the home a stimulation learning environment.

check one				
Percent of parents attending	0-25	26-50	51-75	76-100

B.9.b. Parents of school age children attend informational programs on the school reading program.

check one				
Percent of parents attending	0-25	26-50	51-75	76-100

B.9.c. Parents or other adults attend workshops to make games and activities for pupils to use at school and at home.

check one				
Percent of parents attending	0-25	26-50	51-75	76-100

Criterion B.10. The school system provides reading instruction for adults.

check one				
Frequency	Never	Seldom	Sometimes	Often

LEA objectives supporting this criterion:

B.10.a. Trained tutors are available to teach illiterate adults to read.

check one				
Supply	None	Few	Several	Many

B.10.b. Adult Basic Education classes in reading are available.

check one				
Frequency	Never	Seldom	Sometimes	Often

B.10.c. A community organizer seeks out adult illiterates who wish to learn to read.

check one				
Number contacted	0-25	26-50	51-75	76-100

Appendix A-continued

C. Staffing a Reading Program

Criterion C.1. The board of education has designated someone within the school system who has the central office support responsibility, and time for the development and maintenance of a quality reading program.

check one				
Extent of achievement	Not at all	To a slight extent	To a moderate extent	To a great extent

LEA objectives supporting this criterion:

C.1.a. The central office administrator(s) shows support of the local Right to Read director by listening to an explanation of the program and reading letters and memos about the program addressed to him/her/them.

check one				
Frequency	Never	Seldom	Occasionally	Often

C.1.b. The board of education shows interest in the program by sending a delegate to advisory committee meetings and/or requesting periodic reports.

check one				
Frequency	Never	Seldom	Occasionally	Often

Criterion C.2. The board of education actively seeks candidates with preparation in the teaching of reading when filling new positions.

check one				
Frequency	Never	Seldom	Occasionally	Often

LEA objectives supporting this criterion:

C.2.a. Announcements of staff openings at the elementary level state the requirement of a course in reading as a condition of employment.

check one				
Frequency	Never	Seldom	Occasionally	Often

Appendix A-continued

C.2.b. Announcements of staff openings in the secondary content areas state the requirement of a course in reading as a condition of employment

check one

Frequency	Never	Seldom	Occasionally	Often

Criterion C.3. The local board of education has established an incentive program for teacher inservice education in reading.

check one

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

C.3.a. Teachers completing an inservice education program in reading, or school of their choice, become eligible to attend a reading conference.

check one

Frequency	Never	Seldom	Occasionally	Often

C.3.b. Teachers completing an inservice education program in reading become eligible for an additional $3.00 per child for their reading budget for the year.

check one

Frequency	Never	Seldom	Occasionally	Often

Criterion C.4. There is a continuous program of staff development.

check one

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

C.4.a. A listing of various types of inservice experience in reading.

check one

Frequency	Never	Seldom	Frequently	Often

Appendix A-continued

Criterion C.5. The school system has a cadre of trained volunteer reading helpers.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

C.5.a. Secondary students are trained to help elementary students with reading problems.

check one

Frequency	Never	Seldom	Frequently	Often

C.5.b. The school system has teams of volunteers trained by the National Reading Center.

check one

Number	None	Few	Several	Many

C.5.c. School volunteer reading helpers receive an orientation to the school reading program.

check one

Frequency	Never	Seldom	Frequently	Often

Criterion D.1. The school media center meets the ALA-NEA standards.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

D.1.a. The number of books meets the ALA-NEA standards.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

D.1.b. The staffing of the media center meets the ALA-NEA standards.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

Appendix A-continued

D.1.c. The services offered by the media center meets the ALA-NEA standards.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

Criterion D.2. All textbooks and other materials are appropriate to the instructional level of the students using them.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

D.2.a. Social studies textbooks are appropriate to the instructional level of the class.

check one

Percent of class for which they are appropriate	0-25	26-50	51-75	76-100

D.2.b. Science textbooks are appropriate to the instructional level of the class.

check one

Percent of class for which they are appropriate	0-25	26-50	51-75	76-100

D.2.c. Additional materials are provided for social studies at an instructional level appropriate to the 15 percent of the class scoring lowest in reading achievement.

check one

Frequency	Never	Sometimes	Frequently	Often

Criterion D.3. Materials in both classrooms and media centers accommodate the varying learning styles of the pupil population.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

Appendix A-continued

LEA objectives supporting this criterion:

D.3.a. Tapes related to the major concepts developed in content area courses are available to students.

check one				
Percent of courses with good tape collections	0-25	26-50	51-75	76-100

D.3.b. Pictures, charts and other graphic materials related to the major concepts developed in content area courses are available to students.

check one				
Percent of courses with good collections of available graphics	0-25	26-50	51-75	76-100

D.3.c. Films, videotapes, film loops and slide/tape presentations related to the major concepts developed in content area courses are available to students.

check one				
Percent of courses with good A-V presentations available	0-25	26-50	51-75	76-100

D.3.d. Three dimensional models and pieces of equipment related to the major concepts developed in content area courses are available to students, as appropriate.

check one				
Percent of courses with good 3D materials and equipment, as appropriate	0=25	26-50	51-75	76-100

Criterion D.4. The materials in both classrooms and media centers are selected to accommodate the wide range of reading interests of the pupil population.

check one				
	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

Appendix A-continued

LEA objectives supporting this criterion:

D.4.a. There are materials available to satisfy both male and female interests.

check one

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

D.4.b. Student interests are polled and the results used when ordering materials for classrooms and media centers.

check one

Frequency	Never	Seldom	Frequently	Often

Criterion D.5. The school system maintains a library of carefully selected and frequently updated professional media.

check one

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

D.5.a. The professional book collection in reading meets the needs of the faculty.

check one

Percent of faculty in agreement	0-25	26-50	51-75	76-100

D.5.b. Teacher inservice units on the teaching of reading are available to teachers.

check one

Frequency	Never	Seldom	Frequently	Often

Ceiterion E.1. The school reading program recognizes the importance of personal independent reading and promotes this type of reading in a variety of ways.

check one

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

Appendix A-continued

LEA objectives supporting this criterion:

E.1.a. Students are provided a minimum of 40 minutes per week for reading activities of their own choice for which they are not held responsible.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

E.1.b. Teachers spend a few minutes each day promoting independent reading in a variety of ways.

check one

Percent of teachers meeting objective	0-25	26-50	51-75	76-100

Criterion E.2. The public library promotes reading among all segments of the population.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LEA objectives supporting this criterion:

E.2.a. The local R$_2$R director works cooperatively with public librarian(s) to promote reading among all segments of the population.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

E.2.b. The public library porgram is developed to provide for the wide range of reading interests in the community.

check one

Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

APPENDIX A - TABLE A[1]

RESULTS OF 1973 AND 1976 NEEDS ASSESSMENT

ADMINISTERED TO SPENCER

GRADES K-VI TEACHERS

Goals / Criterion / Objectives	1973 1[a]	1973 2[b]	1973 3[c]	1976 4[d]	1976 5[e]	1976 6[f]
A. Community & School Climate	2.25			3.00		
1. School atmosphere reflects commitment		3.25			3.00	
a. Sufficient budget			2.25			2.75
b. Teachers read aloud			2.00			1.75
c. Quality books in school library			3.00			3.50
2. Community thinks reading important		2.75			3.00	
a. Local news media			2.00			2.50
b. Papers & magazines in homes			2.50			3.00
c. Circulation at public library high			2.50			3.00
3. Community supports reading		1.75			2.25	
a. Citizens keep people file			1.25			2.00
b. Parents-local newsletter			1.25			1.25
c. Parents volunteer			1.50			3.00
4. Classroom climate-individual		3.25			3.50	

[a]Goals

[b]Criterion

[c]Objective

[d]Goals

[e]Criterion

[f]Objectives

Table A[1]-continued

Goals / Criterion / Objectives	1973			1976		
	1	2	3	4	5	6
4. Classroom climate-individual (contd.)						
a. Teachers believe students can read			3.00			3.00
b. Pupil attitude inventories			1.75			2.25
c. Students-positive self-concept			1.75			2.25
B. Organizing & Managing a Reading Program	2.25			3.00		
1. Articulated program		2.75			3.50	
a. Admin. use same skill sequence			3.25			3.25
b. Use same type test			3.25			3.25
c. Use same record keeping			3.50			3.25
2. Continuous progress		3.00			3.25	
a. Teachers familiar with skills sequence			3.00			3.00
b. Students master skills			2.75			3.25
c. Students grouped according to skills			3.25			3.50
3. Classroom organized to meet needs		2.25			2.75	
a. High achievers-self directed			2.00			2.50
b. Low achievers provided closed structure			2.50			2.75
4. Language arts integrated		3.00			2.50	
a. Listening & reading coordinated			3.25			3.00
b. Spelling words relevant			2.75			3.00
c. Students write own material			2.25			2.50

Table A[1] -continued

Goals / Criterion Objectives	1973 1	1973 2	1973 3	1973 4	1976 5	1976 6
B. 5. Program meets sub-populations needs		1.50			3.00	
a. Sub-populations kept in mainstream			2.75			3.50
b. Bilingual programs provided			1.25			1.00
c. Learning disabled-special help			2.25			3.25
6. Content teachers teach reading		3.00			3.25	
a. Content teachers teach vocabulary			3.00			3.25
b. Teach maps, charts			3.25			3.25
c. Teach use of headings			3.25			3.50
7. Evaluation of reading achievement		2.50			3.00	
a. Standard testing-group progress			3.50			3.50
b. Criterion-referenced tests used			3.00			3.00
c. Above tests used to measure skill			3.00			3.00
8. Reporting progress to Parents		2.25			3.00	
a. Report skills learned			2.00			2.25
b. Use other than letter grades			1.50			2.00
c. Student privacy assured			3.00			2.75
9. School system educates parents		1.25			2.50	
a. Pre-school parents			1.00			1.75
b. Parents attend informational programs			1.00			1.25
c. Parents attend workshops			1.00			1.25

Table A[1]-continued

Goals / Criterion Objectives	1973			1976		
	1	2	3	4	5	6
B. 10. School system-adult reading		1.50			3.50	
a. Trained tutors-adult reading			1.25			3.00
b. Adult basic education classes available			1.00			3.25
c. Community organizer			1.00			2.00
C. Staffing a Reading Program	2.25			3.50		
1. Board of Education designated reading head		2.50			3.50	
a. Central Office supports Right to Read director			3.00			4.00
b. Sends delegate to meetings			2.50			3.75
2. Seeks teachers with preparation in reading		3.00			3.75	
a. Reading required-elementary teacher			2.25			3.50
b. Reading required-secondary teacher			2.25			3.25
3. Inservice education in reading		1.50			3.50	
a. Teachers reward-Teachers Conference			2.00			2.50
b. Teachers reward-$3.00 per student			1.00			1.00
4. Continuous staff development		2.25			3.25	
a. Inservice experiences listed			1.25			2.50
5. System of trained volunteers		1.50			3.50	
a. Secondary students help elementary			1.00			1.75
b. Volunteers trained by National Reading Center			1.00			1.50

Table A[1]-continued

Goals / Criterion Objectives	1973			1976		
	1	2	3	4	5	6
C. 5. c. Volunteers oriented to reading			1.25			3.25
D. Selecting and Utilizing Material	2.25			3.50		
1. Media center meets ALA-NEA standards		1.25			2.50	
a. Number of books			1.50			2.75
b. Staffing			1.50			2.50
c. Services			2.50			2.75
2. Texts appropriate to level		3.00			3.25	
a. Social studies			3.00			3.25
b. Science			2.75			3.25
c. Additional social studies material for lowest 15%			1.75			2.25
3. Materials fit learning styles		2.25			3.00	
a. Tapes on major concepts			1.25			2.25
b. Pictures on major concepts			2.50			3.00
c. Films			2.25			3.00
d. 3-D models			1.75			2.75
4. Materials in class and center satisfy		2.50			2.75	
a. Male & female interests			3.00			3.00
b. Student interest polled			1.50			1.50
5. Library has professional media		2.25			2.50	
a. Book collection for faculty			1.50			1.50
b. Units on teaching of reading			1.25			2.50

Table A[1]-continued

Goals / Criterion Objectives	1973 1	2	3	1976 4	5	6
E. Fostering Reading Interests	2.50			3.25		
1. Independent reading fostered		2.25			3.00	
a. 40 minute free reading per week			2.50			2.75
b. promoted by teachers			3.00			2.75
2. Public library promotes reading		3.00			3.25	
a. Right to Read director cooperates			3.00			3.00
b. Community interests			3.00			3.00

Average response in major five areas:

$$\frac{A + B + C + C + E}{5}$$ FIRST 2.36

Average response in major five areas:

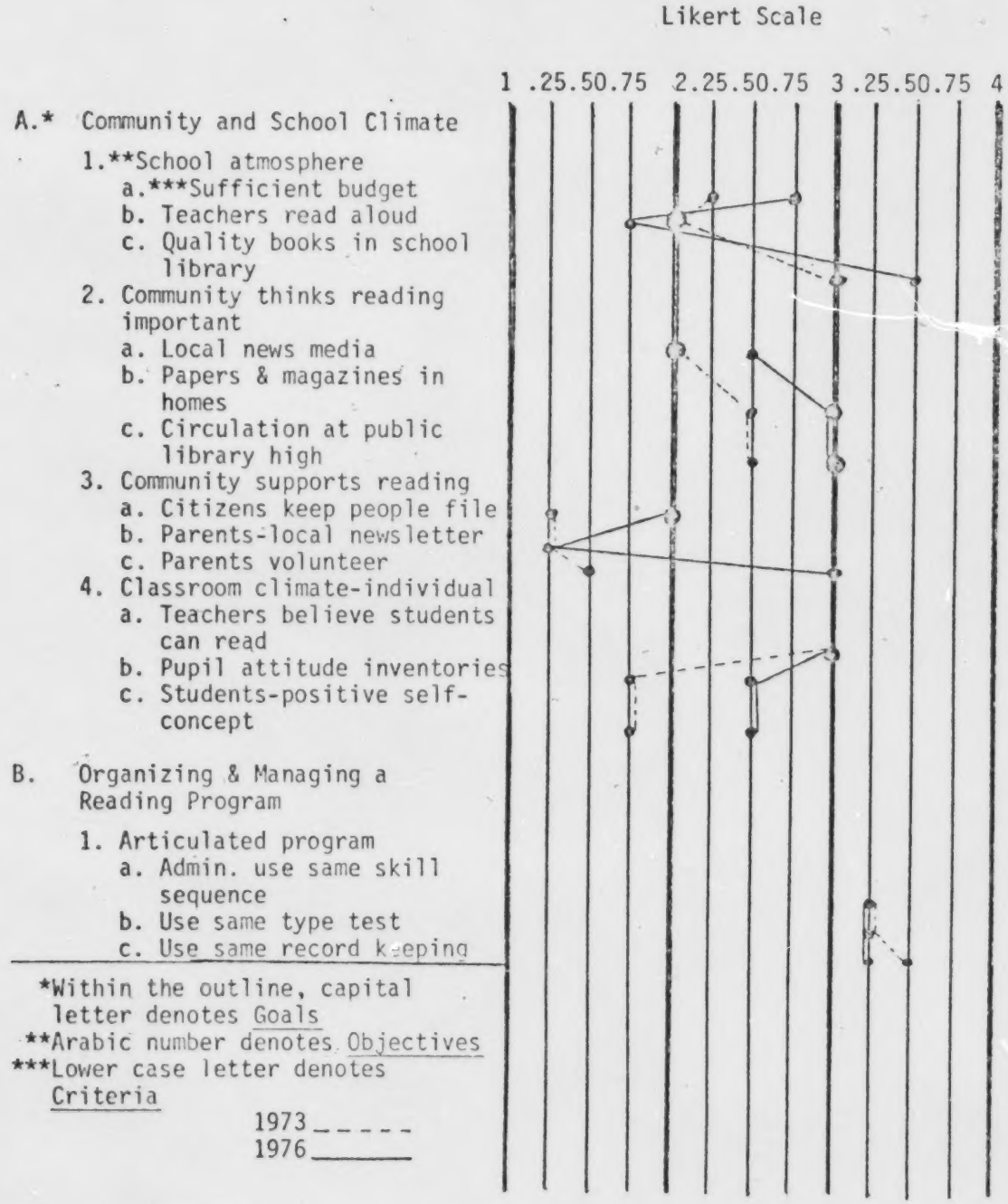
$$\frac{A + B + C + D + E}{5}$$ SECOND: 3.50

APPENDIX A

A Comparison of Teachers Responses

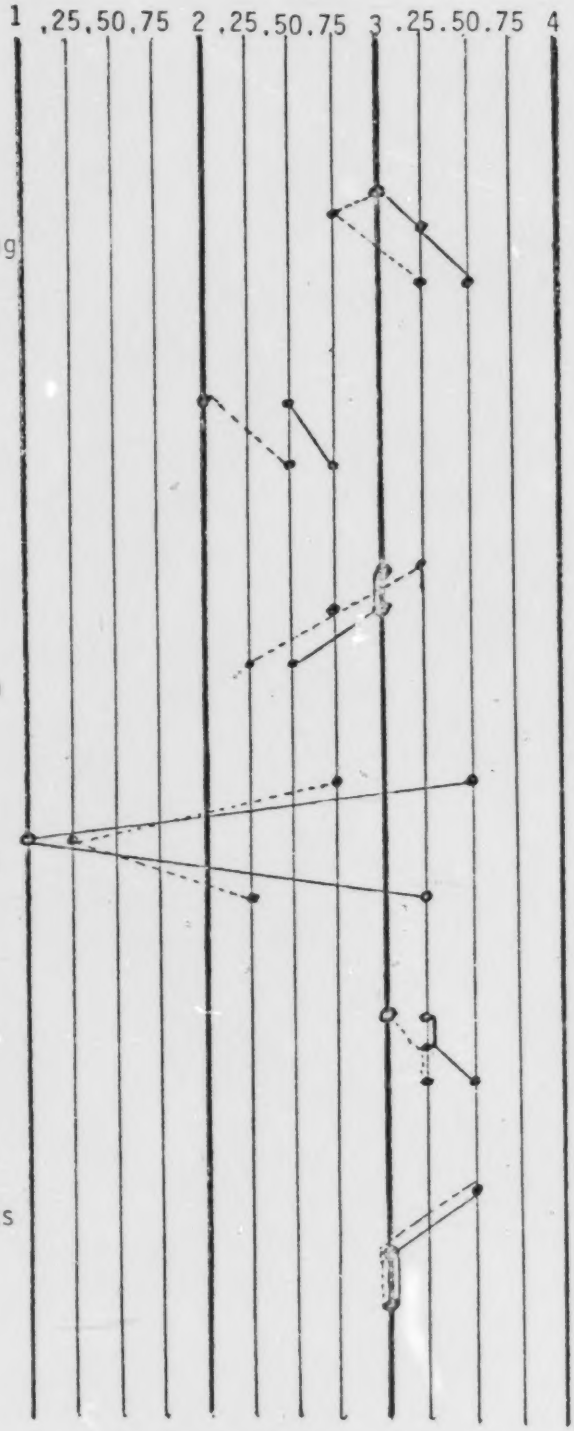
to Criteria Statements in 1973 and 1976

Chart 3


Likert Scale
1 .25.50.75 2.25.50.75 3 .25.50.75 4
A.* Community and School Climate
1.**School atmosphere
a.***Sufficient budget
b. Teachers read aloud
c. Quality books in school library
2. Community thinks reading important
a. Local news media
b. Papers & magazines in homes
c. Circulation at public library high
3. Community supports reading
a. Citizens keep people file
b. Parents-local newsletter
c. Parents volunteer
4. Classroom climate-individual
a. Teachers believe students can read
b. Pupil attitude inventories
c. Students-positive self-concept
B. Organizing & Managing a Reading Program
1. Articulated program
a. Admin. use same skill sequence
b. Use same type test
c. Use same record keeping
*Within the outline, capital letter denotes Goals
**Arabic number denotes Objectives
***Lower case letter denotes Criteria
1973 - - - - -
1976 ———

Appendix A-continued

B. Organizing and Managing a Reading Program
   2. Continuous progress
      a. Teachers familiar with skills sequences
      b. Students master skills
      c. Students grouped according to skills
   3. Classroom organized to meet needs
      a. High achievers-self directed
      b. Low achievers provided closed structure
   4. Classroom climate - individual
      a. Listening & reading coordinated
      b. Spelling words relevant
      c. Students write own material
   5. Program meets sub-population needs
      a. Sub-populations kept in mainstream
      b. Bilingual programs provided
      c. Learning disabled-special help
   6. Content teachers teach reading
      a. Content teachers teach vocabulary
      b. Teach maps, charts
      c. Teach use of headings
   7. Evaluation of reading achievement
      a. Standard testing-group progress
      b. Criterion-referenced tests used
      c. Above tests used to measure skills



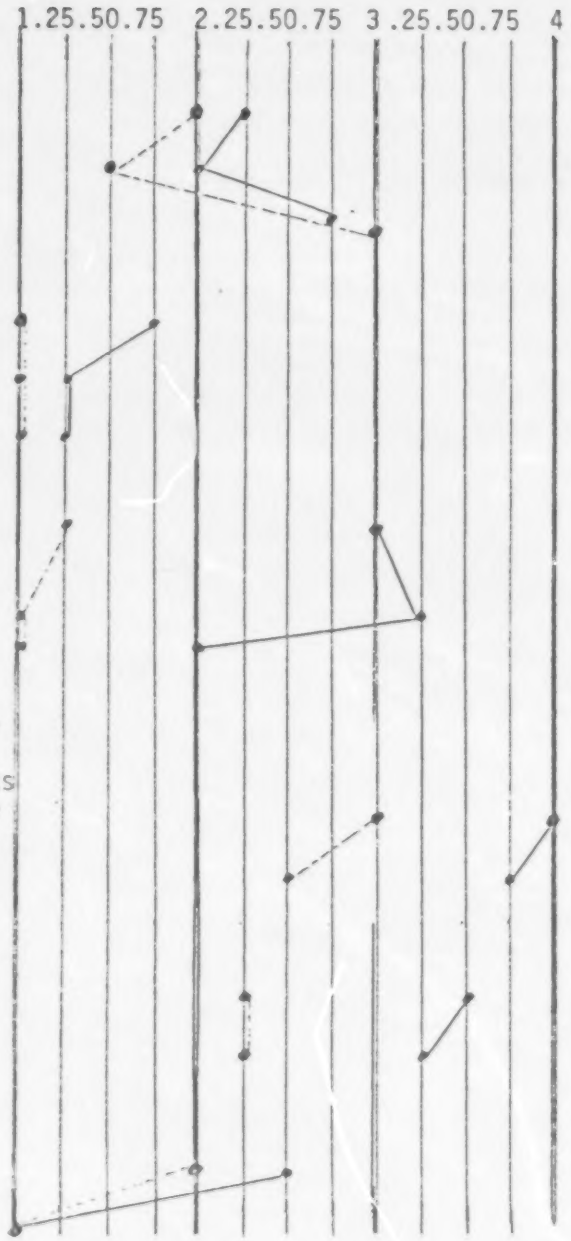
Appendix A-continued

Likert Scale

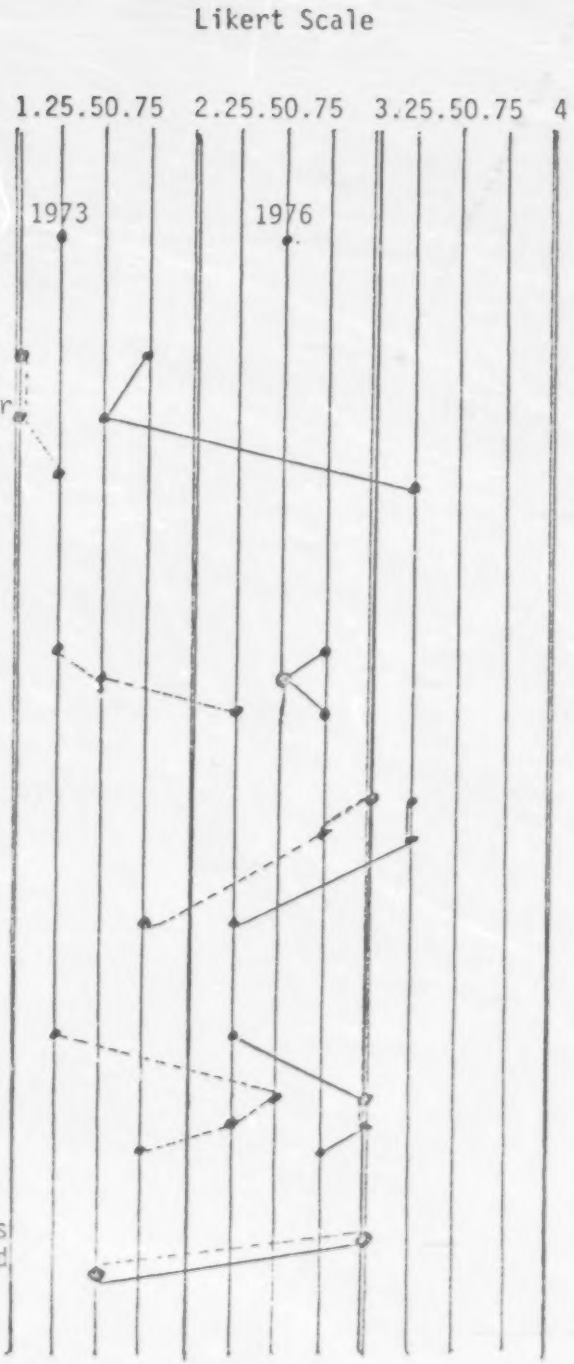
1.25.50.75 2.25.50.75 3.25.50.75 4

8. Reporting progress to parents
   a. Report skills learned
   b. Use other than letter grades
   c. Student privacy assured
9. School System educates parents
   a. Pre-school parents
   b. Parents attend informational programs
   c. Parents attend workshops
10. School system-adult reading
   a. Trained tutors-adult reading
   b. Adult basic education classes available
   c. Community organizer

C. Staffing a Reading Program
1. Board of Education designated reading head
   a. Central Office supports Right to Read Director
   b. Sends delegate to meetings
2. Seeks teachers with preparation in reading
   a. Reading required-elementary teacher
   b. Reading required-secondary teacher
3. Inservice education in reading
   a. Teachers reward-Teachers Conference
   b. Teachers reward-$3.00 per student



Appendix A-continued



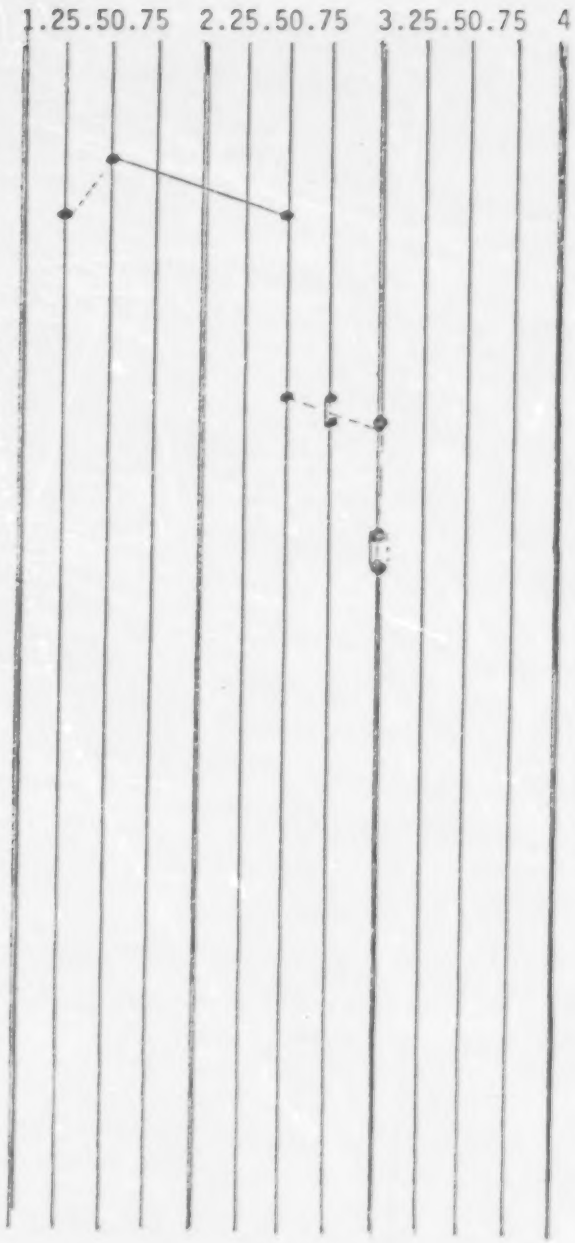
4. Continuous Staff development
   a. Inservice experiences listed
5. System of trained volunteers
   a. Secondary students help elementary
   b. Volunteers trained by National Reading Center
   c. Volunteers oriented to reading

D. Selecting and Utilizing Material
1. Media center meets ALA-NEA standards
   a. Number of books
   b. Staffing
   c. Services
2. Texts appropriate to level
   a. Social studies
   b. Science
   c. Additional social studies material for lowest 15%
3. Materials fit learning styles
   a. Tapes on major concepts
   b. Pictures on major concepts
   c. Films
   d. 3-D models
4. Materials in class and center satisfy
   a. Male & female interests
   b. Student interest polled

Appendix A-continued

5. Library has professional media
   a. Book collection for faculty
   b. Units on teaching of reading

E. Fostering Reading Interest
   1. Independent reading fostered
      a. Forty min. free reading per week
      b. Promoted by teachers
   2. Public library promotes reading
      a. Right to Read director cooperates
      b. Community interests



Average response in major five areas

$$\frac{A + B + C + C + E}{5} \quad \text{FIRST: } 2.36$$

Average response in major five areas

$$\frac{A + B + C + D + E}{5} \quad \text{SECOND: } 3.5$$

APPENDIX B

Spencer Public Schools
December, 1977

The Right to Read

School-Community

Survey

The Right to Read effort in Spencer was launched in order to better help students learn how to read and to enjoy reading. You have been chosen because your opinion will help in evaluating Right to Read's nature and effectiveness. Your help in filling out the questionnaire will be sincerely appreciated.

Please check your present role:

School Related	Community Related
( ) Curriculum leaders	( ) Local Advisory Council
( ) Student	( ) Elected Town Official
( ) Teacher	( ) Volunteer

1. How long have you been aware of the Right to Read effort?

   ( ) not aware ( ) 1 yr. ( ) 2 yrs. ( ) 3 yrs. ( ) 4 yrs.
   ( ) 5 yrs.

2. From your observation, who is the target population of the Right to Read effort?

   ( ) Curriculum leaders ( ) Adults ( ) Parents ( ) Teachers
   ( ) Students

3. In your opinion, the cost of Right to Read is of

   ( ) very low cost ( ) somewhat high
   ( ) somewhat low ( ) very high cost

4. In your opinion, Right to Read has been of most value in:

   ( ) teaching children the skills of reading, or
   ( ) positively modifying childrens attitudes toward reading

Appendix B-continued

5. Do you think that Right to Read has been successful?

   ( ) yes ( ) no Comments, if any_____

   _____

   _____

6. What is your estimation of the overall impact of Right to Read? Check one:

   ( ) very low value
   ( ) somewhat low
   ( ) somewhat high
   ( ) very high value

7. Please number the four following items in order of their value. (One represents the lowest value, four the highest value.)

   ( ) Adult Literacy
   ( ) Book Fair
   ( ) Reading Certificates
   ( ) Volunteer Program

8. Do you feel that Right to Read should be continued:

   ( ) as a special reading effort, or
   ( ) absorbed into the regular reading program?

9. Please take a moment to express your thoughts about the Right to Read effort in Spencer:

   _____

   _____

   _____

10. Thank you for giving your time in answering this questionnaire. When the study is completed, the results will be made available to you.

    Please return the questionnaire to:

Curriculum leaders	( )Miss Mary Madden-Lake St. School
P.A.C.	( ) Mrs. Ruth King-Lake St. School
Volunteers	( ) Volunteer trainee Mrs. Anne Morrison Lake St. School
Town Officials	( ) Mr. Kevin Hayes, Community Liaison-Supt. Office
Teachers	( ) Mr. David Police-Maple St. School

Appendix B-continued

Curriculum leaders ___ L.A.C. ___ Volunteers ___

Town Officials ___ Students ___ Teachers ___

RIGHT TO READ EFFORT

SCHOOL-COMMUNITY

SURVEY

Interviewers Report Sheet

1. Read responses to each questionnaire.
2. Write down two or three highlights.
3. From the highlights and discussion with respondants in mind, prepare a summary report that you feel represents the overall opinion of your group regarding Right to Read.

Summary

APPENDIX B - TABLE B[1]

RESULTS OF THE SCHOOL-COMMUNITY SURVEY

	Not aware	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	Respondents Total	+	%
I. How long have you been aware of R_2R?									
A. School[2]									
1. Curriculum Leaders				2	3	5	10	10	100
2. Students	1	3	3	2	1		10	9	90
3. Teachers			1		9		10	10	100
B. Community									
1. Local Advisory Council					4	6	10	10	100
2. Elected Town Official		3	3	2	1	1	10	10	100
3. Volunteers				5	5		10	10	100

II. Who is the target population of R_2R?	Adults	Parents	Teachers	Students	Curriculum Leaders
A. School					
1. Curriculum Leaders	1			9	
2. Students				9	1
3. Teachers				10	
B. Community					
1. Local Advisory Council				10	
2. Elected Town Officials	2		1	7	
3. Volunteers	1	1		8	

Table B[1] -continued

III. Cost of R_2R is of	very low cost (1)	some what low (2)	some what high (3)	very high cost (4)
A. School				
1. Curriculum Leaders	10			
2. Students	1	1	7	
3. Teachers	7	3		
B. Community				
1. Local Advisory Council	5		5	
2. Elected Town Official	3	4	2	1
3. Volunteers	8		1	

IV. R_2R has been of value	in teaching the skills of reading		modified attitudes toward reading	
	Total	%	Total	%
A. School				
1. Curriculum Leaders	3	30	7	70
2. Students	3	33.3	6	66.6
3. Teachers	6	60	4	40
B. Community				
1. Local Advisory Council	1	10	9	90
2. Elected Town Official	3	30	7	70
3. Volunteers	5	50	5	50

Table B[1]-continued

	Yes	No	Total	+	%
V. R_2R has been successful					
A. School					
1. Curriculum Leaders	10		10	10	100.
2. Students	7	2	9	7	77.7
3. Teachers	10		10	10	100.
B. Community					
1. Local Advisory Council	10		10	10	100.
2. Elected Town Official	7	3	10	7	70.
3. Volunteers	10		10	10	100.

VI. Impact of R_2R	very low value	somewhat low value	somewhat high value	very high value	Respondents Total	+	%
A. School							
1. Curriculum Leaders			7	3	10	10	100.
2. Students	1	2	4	2	9	6	66.6
3. Teachers			8	2	10	10	100.
B. Community							
1. Local Advisory Council			9	1	10	10	100.
2. Elected Town Official		3	4	3	10	7	70.
3. Volunteers			5	5	10	10	100.

Table B[1]-continued

VII. Number the following in order of their value	Adult Literacy	Book Fair	Reading Certificate	Volunteer Program	Total
A. School					
1. Curriculum Leaders	2	1	3	4	10
2. Students	3	4	2	1	10
3. Teachers	2	1	3	4	10
B. Community					
1. Local Advisory Council	3	1	2	4	10
2. Elected Town Official	4	2	1	3	10
3. Volunteers	3	1	2	4	10

VIII. R_2R should be	Continued as a special reading project		Absorbed into regular reading program	
	Total	%	Total	%
A. School				
1. Curriculum Leaders	6	60	4	40
2. Students	4	44.4	5	55.5
3. Teachers	7	70.	3	30.
B. Community				
1. Local Advisory Council	8	80.	2	20.
2. Elected Town Official	6	60.	4	40.
3. Volunteers	8	80.	2	20.

Appendix B-continued

Detailed Narrative Analysis of School-Community Survey

I. School

A. Curriculum Leaders

1. One hundred percent of the curriculum leaders were aware of Right to Read and the same percentage felt that the students were the target population.
2. The curriculum leaders also agreed 100% that the cost of Right to Read was very low.
3. One hundred percent of the curriculum leaders felt that the impact of Right to Read is of high value and rated the volunteers as most important, followed by reading certificates, adult literacy and the book fair.
4. Although 30% of the curriculum leaders felt Right to Read teaches the skills of reading and 70% said it modifies attitudes toward reading, the final outcome is that 100% of the curriculum leaders felt it has been successful and should be continued as a special reading effort.

B. Students

1. Ninety percent of the students were aware of Right to Read and the same percentage felt they were the target population.
2. Even though 77.7% of the students said the program was successful, they also thought that the cost was somewhat high.
3. Two thirds of the students (66.6%) felt that Right to Read modifies attitudes toward reading and rated the book fair as most important followed by adult literacy, reading certificates and volunteers.
4. The impact of Right to Read was rated of somewhat high value.

C. Teachers

1. Of the teachers polled, 100% were aware of Right to Read and felt that the students are benefiting from it.
2. They felt that the cost was somewhat high but Right to Read had been very successful in teaching the skills of reading.

3. Seventy percent of the teachers feel that Right to Read should be continued as a special reading effort, because of its high impact.
4. The teachers, like administrators, rated the volunteers most important, followed by reading certificates, adult literacy and the book fair.

II. Community

A. Local Advisory Council

1. The local advisory council was 100% aware of Right to Read. The same response is true of the students being the target population.
2. They did feel that the cost was somewhat moderate and 90% of the local advisory council feel that Right to Read does modify attitudes toward reading.
3. In the eyes of the local advisory council Right to Read has been 100% successful and has an impact of somewhat high.
4. Local advisory council rated the volunteers as most important followed by adult literacy, reading certificates, and the book fair. Eighty percent of them feel that Right to Read should be continued as a special reading effort and 20% feel that it should be absorbed.

B. Elected Town Officials

1. One hundred percent of the town officials were aware of Right to Read and felt that the students were the target population.
2. The cost they felt was somewhat low and 70% of the town officials said that Right to Read modifies attitudes toward reading.
3. The impact of Right to Read is of high value and 70% of the town officials think that the program has been successful.
4. Sixty percent of the town officials think that Right to Read should be continued as a special reading effort. They rated adult literacy as the most important activity followed by volunteers, book fair and reading certificates.

Appendix B-continued

C. Volunteers

1. The volunteers were 100% aware of Right to Read and also felt that the students were the target population.
2. The cost was very low, in the opinion of the volunteers, and 50% of them felt that Right to Read teaches the skills of reading while the other 50% felt that it modified attitudes toward reading.
3. The volunteers felt that Right to Read has been 100% successful and has an impact of high value.
4. The volunteer program was rated most important followed by adult literacy, reading certificates and the book fair. Eighty percent of the volunteers felt that Right to Read should be continued as a special reading project.

SPENCER PUBLIC SCHOOLS
READING CERTIFICATE

This is to Certify that

_____
Name

_____
School Grade

Has Read and Reported on the Following Books:

	Title	*Author*
1.		
2.		
3.		
4.		
5.		

_____ _____
Date Principal

_____ _____
Teacher Superintendent

APPENDIX D[1]

SUSTAINING EFFECTS OF RIGHT TO READ
(DETERMINED BY SCORES FROM COMPREHENSIVE TEST OF BASIC SKILLS)
USING MATCHED PAIRINGS OF STUDENTS

1 Matched Pair No.	2 Student No. and Sex	3 I.Q.	4 Years in R_2R	5 Total Reading Percentile
Grade 7				
1	1 M	86	2	34
	2 M	85	0	36
2	3 M	97	2	50
	4 M	96	0	60
3	5 F	99	4	46
	6 F	99	0	55
	7 M	101	4	48
	8 M	102	0	58
Grade 8				
6	11 M	87	4	12
	12 M	86	6	12
7	13 M	95	3	46
	14 M	95	0	53
8	15 M	103	2	35
	16 M	103	0	69
9	17 M	112	4	79
	18 M	112	0	81

APPENDIX E

THE CHARTER COMMUNITY QUESTIONNAIRE

THE IMPACT OF RIGHT TO READ IN YOUR COMMUNITY

I. PROGRAM

A. Is Right to Read still a force in your community?

Yes___ No___ If yes, please go to question 3.
If no, please answer question 3 and return the questionnaire in the stamped, return addressed envelope.

B. Right to Read

1. was discontinued date_____

2. why_____

3. In the process of being absorbed into present reading program____.

4. Has been absorbed into the regular reading program____.

5. Other_____.

II. DIRECTOR

A. Are you the original R_2R Director? Yes____ No____

B. Did you have a position as a reading person in your present system prior to R_2R? Yes ____ No____

If yes, as a teacher___ specialist___ consultant___

C. To whom do you report? Supt. ___ Asst. Supt. ___
Curriculum Coordinator ___ Principal ___ Other ___

D. Do you get paid anything extra for being R_2R Director?
Yes ___ No ___.

E. Have you, as director, continued to be a change agent because of R_2R involvement? Yes ___ No ___

F. Number of meetings you attended 1975 to present in:
National ___ N.E. Consortium ___ State ___ Local ___

Appendix E-continued

III. ACTIVITIES

A. Did you administer a needs assessment at the beginning of your R_2R program? Yes ___ No ___

B. Were the results used? Yes ___ No ___

C. Did you administer a second needs assessment? Yes ___ No ___

D. How did R_2R serve you best? Make director visible as a leader ___ Focus on reading ___ Bring about change ___.

E. Special book related effort 1975 to present R.I.F. ___ Great Books ___ Book Fair ___ Teen Age Book Club ___. Other_____.

IV. PEOPLE

A. Parents

1. Have you had a parent workshop Sept. 1975 to present? Yes ___ No ___

B. Teachers

1. Is there a teacher task force? Yes ___ No ___

2. Have you had an inservice training experience for your teachers Sept. 1975 to present? Yes ___ No ___

3. How many meetings has the teacher task force had from Sept. 1975 to present? ___ Any minutes? ___ (If any are available, please send)

4. Is inservice training a component in your R_2R project? Yes ___ No ___

C. Principal

1. Are the Principals of individual schools involved in R_2R in any significant way? Yes ___ No ___
If yes, in what way?_____

Appendix E-continued

D. STUDENTS

In what way does the R_2R effort affect a student?

1. Right to Read volunteers Number____
2. Paid tutors Number____
3. Classroom teachers Number____
4. Director Number____
5. Other Number____

E. ADULTS

1. Is adult literacy a component of your R_2R project?
   Yes____ No____

F. LIBRARY

1. Has there been more public and school library involvement?
   Yes____ No____

G. COMMUNITY

1. Has there been more community involvement since the inception of R_2R? Yes____ No____

H. AGENCIES

1. How effective do you feel that the following agencies have been in assisting you with your R_2R responsibilities since Sept. of 1975?

check one	1 great	2 much	3 little	4 none
a. fed. grant	_____	_____	_____	_____
b. N.E. Consortium	_____	_____	_____	_____
c. State R_2R office	_____	_____	_____	_____
d. Regional R_2R office	_____	_____	_____	_____

Appendix E-continued

V. EVALUATION

A. Tests

1. Are you using test scores to evaluate the effectiveness of R_2R? Yes____ No____

If yes:

a. Normed ____
b. Criterium referred ____
c. Pre-post ____
d. Attitudinal ____

2. Was there a statistical indication of improvement in reading scores? Yes____ No____

3. Do you administer attitudinal tests? Yes____ No____

VI. EFFECTIVE SCHOOL PROGRAM

A. Has R_2R influenced a Continuous Progress Organization? Yes____ No____

B. Has school-wide reading program changed appreciably because of R_2R involvement either directly or indirectly?

VII. MONEY

A. Was any local money budgeted by your community for the 75-76 school year? Yes____ No____ If yes, how much?_____

B. Have you received any money from the state___or federal___ government since Sept. of 1975? Yes____ No____ If yes, how much? _____

VIII. PUBLIC RELATIONS

Has there been a public relations release in your community regarding R_2R since Sept. 1975? Yes____ No____

Thank you for staying with this questionnaire until the end. No doubt this questionnaire has not captured the unique flavor of the reading program in your community. If there is something that you would care to tell me about, please state it in the space below.

Appendix E- continued

_____

_____

_____

_____

_____

If you have any current information regarding Right to Read in your community, please send.

Thank you ever so much,

Edward R. O'Connor
Superintendent of Schools

TABLE E[1]

RESULTS OF THE RIGHT TO READ CHARTER COMMUNITY QUESTIONNAIRE

Item	R_2R Charter Communities 1	2	3[2]	4	5	6	7	8	9	10	11	12	Total	+ Response	%
I. Program															
A. R_2R still a force in the community	+	-	+	+	+	+	+	-	+	-	-	+	12	8	66.7
B. Right to Read															
1. was discontinued											+		1	1	8.3
2. why													0	0	
3. being absorbed	+				+								2	2	16.7
4. has been absorbed										+			1	1	8.3
5. other													0	0	
II. Director															
A. Are you the original R_2R Director	+		-	-	+	+	+		+	+		+	9	7	77.7
B. Position as reading person in system prior to R_2R	-		+	+	+	+	+		+	+		+	9	8	88.8
If yes, as a Teacher					+				+				2	2	100
Specialist			+							+		+	3	3	100
Director				+		+	+						3	3	100
C. Report to															
1.Superintendent	+								+	+			3	3	100
2.Asst. Superintendent					+		+			+			3	3	100
3.Curriculum Coordinator			+	+									2	2	100
4.Principal													0	0	0
D. Extra Pay	-		-	-	-	-	-		-	-			8	0	0

Table E[1]-continued

	R_2R Charter Communities														
	1	2	3	4	5	6	7	8	9	10	11	12	Total	+ Response	%
E. Have you continued to be a change agent	+		-		+		+		+	+		+	7	6	85.7
F. Number of meetings attended 1975 to present															
1. National															
2. N.E. Consortium	+		+		+	+	+		+			+	7	7	100
3. State	+		+	+	+	+	+		+	+		+	9	9	100
4. Local	+			+			+		+				4	4	100
III. Activities															
A. Needs assessment administered at beginning of R_2R program	+		+	+	+	+	+		+	+		+	9	9	100
B. Were the results used	+		+	+	+		+		+	+		+	8	8	100
C. Did you administer a second needs assessment	+		-	-	-	-	-		+	-		-	9	2	22.2
D. How did R_2R serve you best															
1. Director as a leader			+		+								2	2	100
2. Focus on reading	+		+	+			+		+	+		+	7	7	
3. Bring about a change						+			+	+			3	3	100
E. Book related efforts															
1. R.I.F.					+							+	2	2	100
2. Great Books				+			+						2	2	100
3. Book Fair									+				1	1	100
4. Teen Age Book Club													0		
5. Other													0		

Table E [1]-continued

	R_2R Charter Communities													+ Response	%
	1	2	3	4	5	6	7	8	9	10	11	12	Total		
IV. People															
A. Parents															
1. Have you had a parent workshop since Sept. 1975	-		-	+	+	-	+		+	-		+	9	5	55.5
B. Teachers															
1. Is there a teacher task force	-		-	+	+	-	+		+	+		-	9	5	55.5
2. In-service training experience since Sept. 1975	-		+		+	-	+		+	+		+	8	6	73.7
3. How many meetings of teacher task force since Sept. 1975	3			12	8		1		3	20					
Any minutes	-			-	-		-		-	-			6	6	0
4. Is in-service training a component in your R_2R project	+		-	+	+	+	+		-	-		+	9	6	66.6
C. Principal															
1. Principals involved in R_2R	+		-		-	-	-		+	-		+	8	3	37.5
D. Students															
1. How does R_2R effort affect a student															
a. R_2R volunteers	26				35		36		35			20			
b. Paid tutors															
c. Classroom teachers	22								41						
d. Directer					1							1			
e. Other															

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Table E_1-continued

	R_2R Charter Communities													+ Response	%
	1	2	3	4	5	6	7	8	9	10	11	12	Total		
E. Adults															
1. Is adult literacy a component of your R_2R project	-		-	+	-	-	+		+	-		+	9	4	44.4
F. Library															
1. Has there been more library involvement	+		-	+	+	-	+		+	+		+	9	7	77.7
G. Community															
1. More involvement since R_2R	+		-	+	+	-	+		+	-		+	9	6	66.6
H. Agencies															
1. Effectiveness (1 is poor, 4 is great)															
a. Federal Grant	1		1						1			2	5	0	0
b. N.E. Consortium	2		2	3	4				4	3		3	7	5	71.4
c. State R_2R office	3		2		3		3		3	2		2	7	4	57.1
d. Regional R_2R office (+ response=3 or 4 rating)	1		2		3		3		2			2	6	2	33.3
V. Evaluation															
A. Tests															
1. Test scores to evaluate effectiveness of R_2R	+		-	-	-	-	-		+	-		-	9	2	22.2
a. Normed	+												1	1	100
b. Criterian referenced	+												1	1	100
c. Pre-post									+				1	1	100
d. Attitudinal													0	0	0

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Table E_1-continued

	R_2R Charter Communities													+	
	1	2	3	4	5	6	7	8	9	10	11	12	Total	Response	%
2. Statistical indication of improvement	+		-	-	+		-					+	6	3	50.0
3. Did you administer attitudinal tests	-		-	-	-	-	-		-	-		-	9	0	0
VI. Effective School Program															
A. Has R_2R influenced a Continuous Progress Organization	+		-	+	+	-	+		+	-		+	9	6	66.6
B. Has R_2R changed the reading program	+		-	+	-	-	+		+	+		-	9	5	55.5
VII. Money															
A. Has local money been budgeted for R_2R	-		-	-	-	-	-		-	-		-	9	0	0
B. Have you received any money from the State or Federal government since Sept. 1975	-		-	+	-	-	-		-	-		-	9	1	11.1
VIII. Public Relations															
A. Has there been a public relations release since Sept. 1975	+		-	+			+		+			+	6	5	83.3

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